

TEACHING CHARACTER EDUCATION: THE
VALUES IN JOHN R. TUNIS'S SPORTS
BOOKS FOR CHILDREN AND
ADOLESCENTS

By

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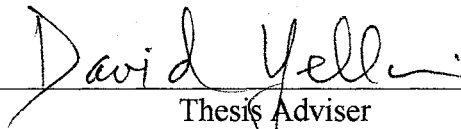
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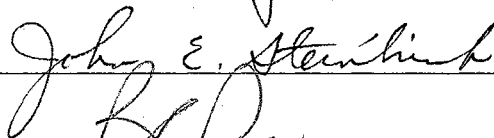
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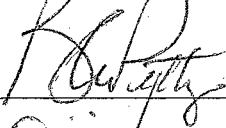
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CHAPTER I

INTRODUCTION

Values play an important role in a society's ability to persevere. Throughout time cultures all over the world have felt so strongly about the transmission of values to their youth that values and moral education have been part of the curriculum of most public schools (Lickona, 1991; Yandell, 1990). Many have argued that the fundamental role of adults and institutions in society is the teaching of values to children (Ryan, 1989; Wynne, 1989; Watson, Battistich, Schaps, & Solomon, 1989; Kohlberg, 1981; Bennett, 1991). While debates exist over values education in the form of "whose values?" and "to what extent?" (Bennett, 1991; Martin-Reynolds & Reynolds, 1991; Lickona, 1991), there exists a set of values that have universal acceptance which Gibbs and Earley (1994) refer to as "core values." That is, these values are at the center, heart, or core of every society and are necessary for a culture's survival. These core values include:

1. Compassion. A sympathetic consciousness of another's misfortune with a desire to alleviate it.
2. Courage. A firmness of mind and will in the face of danger or extreme difficulty.
3. Courtesy. Showing respect for and consideration of others.
4. Fairness. An impartial and honest quality which is free from self-interest and favor toward any side.
5. Honesty. A fairness and refusal to lie, steal, or deceive in any way.
6. Kindness. Displaying sympathy or being helpful in nature.
7. Loyalty. Being faithful to a person, cause, ideal, or institution.
8. Perseverance. Persisting in an ideal or undertaking in spite of opposition or discouragement.

9. Respect. Showing or being awarded high regard or esteem.

10. Responsibility. Answering for one's obligations and conduct (Webster's New Collegiate Dictionary, 1986).

Values Education

Approaches

Values and core values may be transmitted in a number of ways. The following methods of teaching values have been described and simplified by Naylor and Diem (1987):

1. Values Clarification. Students are involved in examining their attitudes, beliefs, and values and in engaging in the process of prizing, choosing, and acting in accordance with their values. The thrust of this approach is to assist students in identifying and clarifying personal values.

2. Values Analysis. This approach emphasizes the use of inquiry, decision making, and decision skills to investigate and analyze value conflicts of various kinds. As opposed to imposing values, or merely clarifying them, this approach involves analyzing values issues and making judgements in accordance with values criteria and evidence.

3. Moral Reasoning. This approach was popularized by Lawrence Kohlberg and involves stage theory. Students consider moral dilemmas as a means of developing their own moral reasoning and the quality of the decisions they make.

4. Values Inculcation. This has deep roots in the evolution of social studies education and is embodied in the cultural approach to social studies instruction. The thrust of this approach is to inculcate substantive values (Naylor & Diem, p. 352).

Character Education

Values Incultation is closely related (indeed, almost analogous) with Character Education. The purpose behind Character Education is for adults to shape and help determine the behavior of children; that is, to form character. Before individual judgement and discretion can develop in children, moral value beliefs and good habits in regard to those beliefs must be established (Wynne, 1991). Bennett (1993) stated that "If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance" (p. 11). Aristotle described moral virtues as forming as the result of habits, and it was imperative that these habits be formed in childhood.

Literature

One way that a society can inculcate values to its children is through literature (Bennett, 1988; Gibbs & Earley, 1994). There is no denying the importance that the family serves in the development of values, or even the electronic media, but literature can leave lasting and permanent impressions as well (Alfonso, 1987). Aaron and Anderson (1981) state that "the printed message is a powerful force by which to communicate society's values" (p. 305). The idea of expressing values to children through literature is certainly not new. Such endeavors have existed from the days of Homer in ancient Greece to McGuffey readers in the nineteenth century. "Underneath their interesting, realistic, and often clever stories, they (the authors) are teaching children how to behave" (Fuchs, 1984, p. 3). Although children will hardly choose a book for its values content, they will nevertheless be exposed to some sort of values inculcation whether directly or indirectly.

Bennett (1993) gave four reasons for using literature in the teaching of values:

1. Stories give children specific reference points . . . children need examples illustrating what we see to be right and wrong, good and bad. These examples illustrate that, in many instances, what is morally right and wrong can be known and promoted.
2. Children are fascinated by stories. The stories and levels of sophistication will need to be varied depending upon the students' level of comprehension, but stories are an excellent way of capturing the attention of children.
3. Stories help introduce and ground our children in their culture, history and traditions.
4. When literature is used to teach values, "we engage in an act of renewal. We welcome our children to a common world, a world of shared ideals, to the community of moral persons. In that common world we invite them to the continuing task of preserving the principles, the ideals, and the notions of goodness and greatness we hold dear" (p. 12).

Books Children Read

Children choose books to read for various reasons (Lawson, 1972; Brown, 1971; Ferguson, 1977). Some factors which children consider are reading difficulty, attractiveness of text, availability of illustrations, whether the book is hardcover or softback, length of book, familiarity with the author, level of excitement, recommendation from a friend, and emotional and personal reasons (Downen, 1971; Ferguson, 1977; Lawson, 1972; Brown, 1971). The main factor which determines which books children choose however, is interest; is the child interested in the book's subject matter? A book may possess many qualities -- literary merit, "classic" status, or contemporary relevance to name a few -- but if in some way, or for some reason it does not interest children, it will not be read.

Studies have shown that when boys in elementary schools are surveyed as to what kind of stories they enjoy reading, sports stories are always included in the list and are often at the top of the list (Lawson, 1972; Downen, 1971; Ferguson, 1977). Many girls enjoy reading sports stories as well, but these are generally way down on their preferred reading list.

At the age of eight or nine many boys have reached the physical developmental stage where they are beginning to exert some control over their bodies. For the first time they are able to command their bodies and have their bodies respond in matters requiring physical and hand-eye coordination. Because they experience a degree of success, they can become interested in physical activity such as sports and consequently enjoy reading about sports. It does not seem to matter a great deal whether the focus is on baseball, football, basketball, soccer, or any one of a number of activities, boys tend to enjoy reading books about sports.

It would appear then that since boys tend to be interested in reading sports books and that since these books have the capability to influence and teach the boys who read them about values, the authors of such books have a tremendous responsibility. Not only will their writing be judged on style or literary merit, another consideration will be "value identification and clarification when the material is relevant" (Cox, 1974, p. 355). Whatever their intention for writing, writers of sports stories for children and adolescents take part in the values education of their readers.

John R. Tunis

John R. Tunis (1889-1975) was one of the most prolific writers of sports stories for children and adolescents. A sportswriter and newspaper reporter who also served as a broadcaster of tennis matches for the National Broadcasting Corporation, Tunis

published his first "juvenile" book, Iron Duke, in 1938. Over the next 35 years he wrote 29 books, including an autobiography, and the vast majority were children and adolescent books which concerned sports. Tunis's books have been noted not only for their popularity (Shereikis, 1977; Jacobs, 1967; Stewig, 1980; Nilsen & Donelson, 1985; Oswald, 1991) but for the style and manner in which they were written (Shereikis, 1977; Weidman, 1968; Jacobs, 1967; Stewig, 1980; Nilsen & Donelson, 1985; Oswald, 1991; Smith, 1990). Author Jerome Weidman (1968) remembered hearing a Tunis piece read aloud in school and compared it to Robert Browning's "My Last Duchess" because "...the words made a nice noise as they fell upon my ears" (p. 68).

John Tunis's books were not solely about sports; in fact, sports were simply the backdrop to the story. Instead, these books dealt with social issues such as racism, education, politics, prejudice, and commercialism. Epstein (1987) noted that Tunis's books were "...about sports, but they are only ostensibly about sports. Sports is the subject; other matters make up the theme" (p. 54). Underlying the themes in his books were Tunis's commitment to values (Jacobs, 1967). In his writings, he illustrated and championed many issues and causes which were not popularly addressed in the children and juvenile literature of the day. Tunis admitted to being a crusader in his 1964 autobiography A Measure Of Independence: "I am the product of a parson and a teacher; any such person is forever trying to reform or to educate, himself if nobody else" (p. 3). Tunis carefully planned his themes of social concern and the values behind them.

Statement of Problem

Literature can be a valuable tool in values instruction in schools. Students enjoy reading sports books, but teachers have been traditionally reluctant to use or allow books about sports into the classroom. It may be that teachers do not appreciate or understand the potential that the usage of this type of book affords. John R. Tunis admitted to

putting certain values into his sports books. Knowing what particular values can be found in his books and how they are used might convince teachers of the practicality of using this genre in values education in the classroom. The purpose behind this study was to determine the value base in the sports books written for children and adolescents by John R. Tunis. Answers were sought for the following questions:

1. What are the predominant core values in the sports books written for children and adolescents by John R. Tunis between 1938 and 1973?
2. Who displays these values?
3. How are these values portrayed in the books?
4. Can the themes be traced over the period of time that Tunis wrote the books?

Significance of the Study

Values in a society are essential if the society is to endure, and all societies find some way to transmit values to their children. At the heart of every society are "core" values which are necessary for the survival of the society. These core values include compassion, courage, courtesy, fairness, honesty, kindness, loyalty, perseverance, respect, and responsibility.

The transmission of these core values is accomplished through one of four methods: values clarification, values analysis, moral reasoning, and values inculcation. Values inculcation is closely associated with character education which stresses that adults must help shape the behavior and character of children by instilling moral value beliefs and good habits in children before the children can develop their individual moral judgments and discretions. One way to inculcate values is through literature. The printed word is an effective and powerful means to communicate the values which a society holds dear.

The literature which children read for pleasure is determined primarily by interest. Children will read books in which the subject matter appeals to them. The subject matter which tends to appeal to boys is sports, and consequently, they will often choose to read a book in which sports play an integral part of the book. It can then be said that boys are influenced by the values contained in the sports books which they choose to read.

John R. Tunis is one of the most widely read writers of sports stories for children and adolescents. His books were not only acclaimed for their popularity but for their well written style as well. Tunis admitted to crusading for values through his writing; therefore, a great number of children and adolescents have been exposed to values by reading his books. By examining the values which are present in Tunis's sports books, it might be determined which ones have been transmitted to at least two generations of readers, and if those values were constant during the course of Tunis's writing for children and adolescents. In addition, determining the values in Tunis's books and how the values are used may show teachers the applicability of sports books in values education.

Assumptions

The purpose, methods, and procedures of this study were based on the following assumptions:

1. Values are an integral part of society.
2. Children can learn core values through inculcation.
3. Literature is a powerful tool for inculcation.
4. Core values in children's and adolescent literature can be identified through content analysis.

Definition Of Terms

The following definitions were used in this study:

Children's Literature. Books written for children between the ages of pre-kindergarten through sixth grade (Nilsen & Donelson, 1985, p. 9).

Adolescent (Juvenile) Literature. Books written specifically for an adolescent reader. The adolescent novel often serves as a transition between elementary children's novels and adult novels (Gifford, 1980, p. 12).

Values. The criteria by which we judge things to be good, worthwhile, or desirable (Shaver & Strong, 1982, p. 17).

Core Values. Those values which have universal acceptance. They include compassion, courage, courtesy, fairness, honesty, kindness, loyalty, perseverance, respect, and responsibility (Gibbs & Earley, 1994).

Character Education. An approach to education in which a society's values are instructed directly to children.

Inculcate. To impress on the mind of another by frequent repetition (Scott, Foresman Advanced Dictionary, 1979).

Content Analysis. A research technique for the objective, systematic, and quantitative description of the manifest content of communications (Berelson, 1952, p. 18).

Delimitation

The sample of books used in this study were the sports books written for children and adolescents by John R. Tunis between 1938 and 1973. Tunis wrote other books during this time, some for adults and a few for children, but they were not included in this study either because they were not intended for children or because sports did not play a significant part in them.

Overview

In Chapter I an introduction has been given which establishes a need for this study and identifies the problem. Literature in the areas of values education, values in children's literature, and potential identification of values in the sports books written for children and adolescents by John R. Tunis will be presented in Chapter II. The methodology used in this study will be presented in Chapter III.

CHAPTER II

REVIEW OF LITERATURE

Chapter I established the need for this study and identified the problem, i.e., what core values are included in the sports books written for children and adolescents by John R. Tunis? This chapter will review relevant literature in the methods of teaching values, using inculcation to teach values, teaching values through children's literature, values found in children's literature, what children choose to read, the preference of sports books among boys, and the sports books of John R. Tunis.

Methods of Teaching Values

Naylor and Diem (1987) have identified four methods of teaching values to children: values clarification, values analysis, moral reasoning, and values inculcation. Each method has its advocates and critics.

Values Clarification

This approach to values education centers not so much on the values that a child possesses but on the process of making values choices. This method, popularized by Rath, Harmin, and Simon (1978), is based on a seven step process for choosing values:

1. Encouraging children to make choices, and to make them freely.
2. Helping children to discover and examine available alternatives when faced with choices.
3. Helping children to weigh alternatives thoughtfully, reflecting on the consequences of each.

4. Encouraging children to consider what it is that they prize and cherish.
5. Giving children opportunities to make public affirmations of their choices.
6. Encouraging children to act, behave, and live in accordance with their choices.
7. Helping children to examine repeated behaviors or patterns in their lives (Barr, Barth, and Shermis, 1977, p. 8).

Advocates emphasize the need for children to have some sort of autonomy in their values education (Raths, Harmin, & Simon, 1978). The children are free to make independent values choices, to reflect on their preferences, and to apply the choices in their lives. Many see values as an inherent part of the inquiry process and as important a process as data, information, and cognitive processes (Barr, Barth, & Shermis, 1977). Therefore, because of their role as a process and due to an everchanging pluralistic society, values cannot be taken as givens. Instead of instructing values, the teacher's role in this approach to values education is simply to aid in the children's awareness of their own values position. This facilitation is generally seen in the form of different rank order, forced choice, or check list exercises. The focus is on the process of values choices rather than on right or wrong values choices.

Critics have attacked the absence of appropriateness of choice in values clarification (Lockwood, 1977; Lickona, 1991; Ravitch, 1985; Eger, 1981). They argue that there is no distinction between good and bad behavior based on values choices, and that no distinction is made between what one might want to do and what one ought to do. In addition to seeing values clarification as promoting ethical relativism because of the position that one value is as good as another depending on the individual and the situation, Lockwood (1977) contends that values clarification does not distinguish between moral and nonmoral value issues and

decisions. Many different kinds of activities are used in values clarification including some involving personal preference such as clothing or food, and others involving social issues such as capital punishment and euthanasia. Because the same process is used in dealing with both types of issues, Lockwood (1977) makes the argument that children will ultimately treat them in the same manner, thus overemphasizing the importance or treatment of many personal issues while downplaying the importance or urgency of many social issues. Lickona (1991) summed up criticism of values clarification this way:

In the end, values clarification made the mistake of treating kids like grownups who only needed to clarify values that were already sound. It forgot that children, and a lot of adults who are still moral children, need a good deal of help in developing sound values in the first place (p. 11).

Values Analysis

Like values clarification, the values analysis approach to values education does not center so much on the value preference but on the process of making a value decision and the adequacy of that decision. Values analysis is a systematic and rational approach to making a values decision and involves:

1. Identification and clarification of the value in question.
2. Gathering and organizing facts.
3. Assessment of the validity of the facts.
4. Determination of which facts are relevant to the values issue.
5. Making the values decision.
6. Testing the value principle implied in the decision (Naylor & Diem, 1987, p. 365).

In this method, a logical approach for values decisions is stressed and requires the use of critical thinking skills. Coombs and Meux (1971) list three objectives for the values analysis approach:

1. To help students make the most rational decisions they can make about the value under consideration.
2. To help students develop the capabilities and dispositions required for making rational values decisions.
3. To teach students how to resolve values conflicts between themselves and other members of a group (p. 29).

Because values analysis involves a logical rather than an emotional approach to values education, the activities which utilize this approach are rooted in the inquiry and decision-making process. The activities range from adapted court cases which enable children to consider and analyze significant values issues and conflicts, to stories and fable with culminating questions. An interesting aspect of values analysis is that values conflicts of equally "good" values (e.g., friendship and happiness) can be analyzed as well as conflicts between "good" and "bad" values (Naylor & Diem, 1987).

Criticism of values analysis is based on the belief that "values are essentially affective judgements that should not be subjected to logical analysis (Naylor & Diem, 1987, p. 369). Many values, such as religious ones, are based on emotion and faith, not logic. Critics argue that because values are affective as well as cognitive, an analytical approach is inappropriate.

Moral Reasoning

Based on the work of Lawrence Kohlberg, moral reasoning holds that the ability to make moral judgments and values decisions is a developmental

process. The stages involved are:

1. Obey rules to avoid punishment.
2. Conform to obtain results.
3. Conform to avoid disapproval.
4. Conform to avoid censure by legitimate authorities and resultant guilt.
5. Conform to maintain the respect of the impartial spectator judging in

terms of community welfare.

6. Conform to avoid self-condemnation (Kohlberg, 1981, p. 19).

In the first two stages moral judgments are based on the power of authority figures and the consequences of actions. In stages three and four, consideration of loyalty to others (e.g., friends, family, country) is the basis of moral judgments. In the last two stages universal principles and values are the basis of moral judgments, not the real or perceived authority of groups. According to Kohlberg, the stages are universal (they hold true across all cultures), hierarchial (people grow in stepwise progression, never skipping a stage or regressing), and structural (except during transition, people are in one stage or another). The goal of moral reasoning in values education is to improve the moral reasoning abilities of children by systematic instruction, which allows them to reach higher developmental stages. As the process is used, children gradually become adept at handling increasingly more complicated moral decisions.

This approach uses real or hypothetical moral dilemmas in which children are faced with decision making scenarios involving moral issues. The moral dilemmas can be presented in a number of ways -- using a video or filmstrip, orally, or in written form. Howard (1991) described one such dilemma:

The most famous of these is the "Heinz" dilemma, where Heinz, whose wife is dying from a rare cancer, is faced with a decision of whether to steal a drug that might save her. Although the druggist invented the drug, he refuses to sell it to Heinz or to issue him credit, despite being able to realize a fivefold profit with the money that Heinz has raised. Subjects

are asked both what Heinz should do, and more importantly, the reasons why. At any stage of development, individuals can argue that Heinz should or should not steal the drug, but the reasons for their choice change at different stages (p. 49).

Advocates of moral reasoning contend that moral dilemmas help children move to a higher stage of moral growth while they are gradually exposed to higher levels of moral reasoning.

Critics of the moral reasoning approach to values education challenge the selection of topics used in classroom discussions. While agreeing that topics should be relevant to children's interests, Shaver and Strong (1982) argued that "developmental psychology does not speak adequately to the question of which are fit topics for classroom discussions" (p. 154). Fraenkel (1976) stressed that dilemmas that children face in real life are more complex than the hypothetical dilemmas, and that children need experience dealing with more complex situations. Fraenkel also complained that there is not enough emphasis on intergovernmental or global dilemmas and that the dilemmas focus on specific instances rather than on general principles.

The sequencing of moral dilemmas in moral reasoning has also been questioned (Fraenkel, 1976). It has been argued that instead of using a moral dilemma at any stage of development, the dilemmas should be progressively sequenced to meet the needs of individuals at each developmental stage. Thus, the dilemmas should be expanded in complexity and theme.

Values Inculcation

Values inculcation is the most traditional form of values education in America and involves the impressment of a specific set of values upon the minds of children. Also identified as character education (Naylor & Diem, 1987), values inculcation is

based on the assumption that the preparation for citizenship requires adults in a society to ensure that children understand and internalize a predetermined set of values and behavior. Unlike the other approaches to values education, values inculcation does not involve a specified process of steps or levels for implementation. Instead, this approach is "characterized by a strong emphasis on modeling specific behaviors and values and the heavy use of praise and criticism" (Naylor & Diem, 1987, p. 353). All instructional material (e.g., textbooks, learning activities, audiovisual tools) are selected based upon how well they present agreed upon values and behaviors.

Advocates of values inculcation contend that inculcation is a natural, inevitable, and integral part of schooling (Wynne, 1985-1986) and that "one develops good character... by exposure to role models and the exhortation of prosocial values by significant adults such as parents and teachers" (Nucci, 1989, xiv-xv). That is, schools, teachers, and parents should model the values being taught. Yet, advocates claim, the purpose of values inculcation is not to brainwash the children and caution should be taken when societal values are explored in the classroom. Shaver and Strong (1982) warned against teachers dispensing judgment on values:

It should be obvious that the legitimate inculcation (or more realistically, the reinforcement or strengthening) of commitment to basic democratic values does not entail indoctrination of any particular cognitive definition of the values or any particular political position. It is justifiable to build emotive commitment to the values basic to a democratic society. It is not justifiable to indoctrinate specific judgments based on these values (p. 116-117).

Critics of values inculcation contend that this approach is nothing more than the emphasizing of blind acceptance of values and behavior (Naylor & Diem, 1987). Rather than preparing children to make their own values decisions, critics argue that the schools or teachers make the decisions. Another problem

with values inculcation is possible inconsistencies between the "ideal" values which are taught, and what children actually experience (Naylor & Diem, 1987). To insist on a societal value of honesty may result in the rejection of that value when children encounter dishonesty in their world. Some, like Paske (1985-1986), find the idea of inculcation to be inconsistent with the notion of a free society and incompatible with schools and education.

Using Inculcation To Teach Values

While moral development and values clarification have been utilized in recent years in values education, there is little or no evidence which suggests that these approaches have been successful (Walberg & Wynne, 1989; Lockwood, 1978; Hersh, Miller & Fielding, 1980). Indeed, growing statistics concerning teenage suicide, homicide, pregnancy (Wynne, 1989), rape, assault, vandalism, robbery, cheating, and overall self-destructive behavior (Lickona, 1991) suggest that basing values education on decision making and moral dilemmas consideration is not effective.

Many argue that the traditional approach to values education in America, values inculcation, is still the most effective (Nucci, 1989; Ryan, 1989; Wynne, 1989; Rushton, 1984; Lickona, 1991; Bennett, 1991). Walberg and Wynne (1989), in a national study with the assistance of the Association for Supervision and Curriculum Development (ASCD), found that in regards to various methods of teaching values, "What might be called inculcation, as well as by teaching by personal experience, received general agreement as to soundness, support, and feasibility" (p. 48). To accept the values inculcation approach is to subscribe to the idea of character education, which contends that it is one of the school's primary responsibilities to develop good character among its students. Shaver

(1985) stressed that "to meet its obligations to society, the school must help perpetuate commitment to basic societal values" (p. 194). Nucci (1989) stated that in addition to parents, teachers are significant role models in developing good character by the exhortation of prosocial values to children. It is imperative that values which society deems essential be instilled in children. Character education sees the child as malleable and needing strong information and a strong environment (Ryan, 1989). It is the early exposure to societal values which can determine later behavior. People trained to practice a virtue in one context are likely to exhibit adaptations of that virtue in other contexts (Rushton, 1984; Larkins, 1994).

Character education and the teaching of values involves more than simply exposing children to societal values. Good character, as described by Lickona (1991), can be divided into three separate and distinct facets: 1) knowing the good, 2) desiring the good, and 3) doing the good. In borrowing Aristotle's contention that moral excellence is a habit, Lickona describes these facets as habits of the mind, habits of the heart, and habits of action. The task is not only to instruct children to know what is right, but for the children to desire and to do what is right as well.

Teaching Values Through Children's Literature

Perhaps the oldest method of inculcating values in values education has been literature. Originally published in England in 1646, John Cotton's Spiritual Milk For Boston Babes in Either England, Drawn From The Breasts Of Both Testaments for Their Souls' Nourishment was the first book printed for children in America in 1656 (Huck, Hepler & Hickman, 1993). With its moral didacticism, it was required reading for children in the colonies, as was The Pilgrim's Progress From This World, to That Which Is to Come. Delivered Under The Similitude Of a Dream. Wherein is

Discovered, The Manner of His Setting Out, His Dangerous Journey And Safe Arrival at The Desired Country, written by John Bunyan and first published in England in 1678 (Norton, 1995). Puritans in America further used literature as a direct mode for teaching values while teaching reading and writing at the same time. The New England Primer gave specific spiritual and values lessons for a Puritan society while teaching the alphabet (e.g., "A -- In Adam's fall / we sinned all"). These books, and countless others, were attempts to instruct children in values education through literature by stating directly "this is the right way to live in society."

A different approach in using literature to transmit values to children developed soon after the English philosopher John Locke published Some Thoughts Concerning Education in 1693. While advocating the relationship between mental and physical development, Locke also stressed the importance of children reading books for pleasure and pure enjoyment. He recommended Aesop's Fables and similar literature which could instill values while entertain children at the same time. Thus, "... a realization dawned that children might benefit from books written to encourage their reading" (Norton, 1995, p. 61).

Consequently, literature for children began to combine moral and values lessons with stories designed to interest the children who read them. The publications of John Newbery, Little Goody Two Shoes (1765) in particular, often involved some sort of moralization on the part of the characters. Sarah Fielding's The Governess (1749), Mrs. Barbauld's Easy Lessons For Children (1760), Sarah Trimmer's Fabulous Histories, or later The Robins (1786), Thomas Day's The History of Sanford and Merton (1783-1789), and Marie Edgeworth's The Parents' Assistant: or Stories For Children (1796) are examples of didactic works designed to entertain while influencing the moral development of children.

Literature using history has been used to teach values to countless generations. The epics of Homer and Virgil paid careful attention to values and

how a value laden life would ultimately be rewarded. Ryan (1989) and Bennett (1991) stressed the abundance of values and moral truths which are embedded in historical tales. Stories of Horatius at the bridge, Cincinnatus returning to the farm, George Washington and the cherry tree, and Abraham Lincoln returning a borrowed book have been used to promote certain values to the young. Norton (1995) addressed the importance of historical literature in values education: "Children can learn about the past and relate it to the present when they identify the values held and problems overcome by people living in (other times)" (p. 546).

Why Literature Is Effective In Values Education

Literature can provide a very important component in the teaching of children: relevance. Children enjoy and need to hear and read about real and fictitious people. It helps them to understand the complexities of being human and deepens their understanding and respect for others. The insight is gained through vicariously sharing the experiences of the characters in the stories (Lishman, 1983; Funk, 1986; Yandell, 1990; Cox, 1974; Eisenberg, 1971).

According to Lishman (1983), literature is an important part of values education because of five opportunities that it affords:

1. The opportunity for virtual experiences where we gain deeper insights into ourselves than may be obtained in real life.
2. The opportunity to experience situations which are more concentrated than situations we experience in real life.
3. The opportunity to gain insight into the inner experience of others.
4. The opportunity to appreciate concrete and complex moral conflicts.
5. The opportunity for insights into our personal experiences or situations which might be otherwise difficult to acknowledge (objectivity).

Through literature, children can identify with characters, contrast themselves with characters, and learn about themselves and their world. Huck, Hepler, and Hickman (1993) said that "Literature provides a means by which children can rehearse and negotiate situations of conflict without risk, trying out alternative stances to problems as they step into the lives and thoughts of different characters" (p. 69).

It is the relevancy to the lives and imaginations of children that has made literature a traditionally effective way to instill a felt sense of right and wrong to the young (Lickona, 1991; Gibbs & Earley, 1994). Lickona (1991) cited Elizabeth Saenger, a teacher who described literature as her most valuable source in her ethics class for children:

I've found that children this age need the sustained narrative of a story in order to have it resonate with their own lives and ethical problems. By comparison, the characters in a hypothetical moral dilemma -- 'Should Heinz steal the drug to save his dying wife' -- are removed from any experiential context. In a book, the characters come alive. Children get emotionally involved with them. Of all the things I've tried, children's literature works the best (p. 174-175).

Values Found In Children's Literature

McClelland (1963) described the relationship between teaching values and children's literature this way:

The conclusion is inescapable that popular stories for children reflect what the people in that country value most, what they think is important ... I believe that children acquire the values or ethical ideas expressed in the stories, even without conscious and deliberate attempts to abstract them (p. 136).

Values Taught in Literature

Since literature is an instrumental tool in teaching values to children, it is

important to determine what values are being taught through children's literature (Aaron & Anderson, 1981; Gibbs & Earley, 1994; Eisenberg, 1971; Shachter, 1979; Knafle, Wescott, & Pascarella, 1988; Kingsbury, 1973). Knafle, Wescott, and Pascarella (1988) have identified factors which make assessing values in children's books difficult, such as subjectivity and rater agreement. Nevertheless, numerous studies have attempted to determine what values are included in literature for children.

Chambers (1965) analyzed children's literature to determine whether certain social values were included. The social values examined were: (a) the person as an individual, (b) peer group relations, (c) social values such as commitment, cooperation, fairness, honesty, and kindness, (d) family living, (e) neighborhood and community living, (f) world and national living, and (g) passage of time and social change. The sample consisted of fiction books for children age five through nine published by The Viking Press and Harcourt, Brace and World during 1963-1964, a total of 29 books. Chambers concluded that the social values were presented in a uniformly weak manner. He further concluded that the very notion of using fictional children's literature to teach social values could be challenged.

Lowry and Chambers (1968) examined the Newbery award winning books from 1922 through 1966. The study attempted to determine which American middle-class values were present in the books, their frequency and intensity, and themes reflected in five year periods. The values identified and examined were: (a) civic and community responsibility, (b) cleanliness and neatness, (c) importance of education, (d) freedom and liberty, (e) good manners, (f) honesty, (g) initiative and achievement, (h) justice and equality, (i) loyalty, (j) sacredness of marriage, (k) importance of religion, (l) responsibility to family, (m) self-reliance, (n) sexual morality, and (o) thrift and hard work. The findings showed that all of the Newbery winners contained some of the values and some of the books contained all of the values.

The overall intensity level of the treatment of the values was only moderate, however. Trend analysis revealed that there was a strong intensity in values treatment between 1932 and 1956, and an even stronger level of intensity in the years between 1956 and 1961. The last five years of the study, 1961 to 1966, showed a dramatic decrease in emphasis of the 15 values examined.

Carmichael (1971) examined the social values of justice, work, obedience, and knowledge, along with corresponding value themes. A sample of 126 books was drawn from recommendations in selected issues of the American Library Association's Notable Children's Books and the New York Times' Outstanding Children's Books of the Year, between 1949 and 1969. He concluded that at least one of the four values was addressed in 94% of the books and that one of the four values was a major theme in 40% of the books. The theme which occurred the most was acceptance of responsibility, while equal opportunity for all people was the theme emphasized the least.

Madison (1972) attempted to locate and measure the value content in a selected sample of children's literature which had racial involvement or problems as integral themes. Using reviews published in Children's Catalog, The Horn Book, Children's Book Bulletin, Library Journal, The Library Quarterly, Wilson Library Bulletin, and Publisher's Weekly, 26 books published between 1960 and 1971 were selected. White's (1951) list of basic values categories arranged under the general headings of physiological, social, egoistic, fearful, playful, practical, cognitive, moral, and miscellaneous were values that were examined. The findings of the study were that happiness, friendship, family love, self-regard, emotional security, and aggression were the most frequently found values. Madison concluded that "contemporary children's books containing interracial and intercultural situations and problems possess value content which can be used in curricular considerations dealing with education in the area of values" (p. 111).

The values which might be found most often in biographies written for children was the basis of Kwon's (1984) study. From a random selection of 10 elementary school libraries in Knoxville, Tennessee, a total of 36 biographies was selected. The book selection was based on the biographies selected most by students in the schools and most recommended by librarians at the schools. Eighteen instrumental values (e.g., ambitious, honest, polite) and 18 terminal values (e.g., a comfortable life, inner harmony, true friendship) based on Rokeach's system were selected for examination in each biography. The findings showed that the instrumental values covered most were capable, ambitious, helpful, courageous, cheerful, and self-control. The instrumental values covered the least were obedient, honest, clean, logical, and broadminded. Of the terminal values, accomplishment, social recognition, a comfortable life, family security, and happiness were covered most frequently while wisdom, a world of beauty, self-respect, inner harmony, and salvation were covered the least. Kwon concluded that while a wide variety of values are covered in children's biographies, the level or intensity of the coverage of the values differs. Thus, because some values are more intensely communicated, "biography reading can be a more powerful approach to values education for some values" (p. 123). In addition, he concluded that "achievement values" (e.g., competent, able, skillful, gifted) were the most intensively communicated values in the biographies.

Funk (1986) attempted to determine the predominant values found in contemporary children's literature. Twenty eight children's books were randomly selected from the School Library Journal's 1984 Best Books List. The values categories examined were (a) material and physical (e.g., health, comfort), (b) economic (e.g., economic security, productiveness), (c) moral (e.g., honesty, fairness), (d) social (e.g., charitableness, courtesy), (e) political (e.g., freedom, justice), (f) aesthetic (e.g., beauty, symmetry), (g) religious/spiritual (e.g., piety,

clearness of conscience), (h) intellectual (e.g., intelligence, clarity), (i) professional (e.g., professional recognition, success), and (j) sentimental (e.g., love, acceptance). Content analysis showed the political value category ranked at the bottom of the list along with the religious/spiritual category. The values in the moral category appeared so infrequently that Funk concluded that children's authors made a "deliberate effort to exclude moralizing from their writings" (p.103).

Knafle, Wescott, and Pascarella (1988) developed a scale to assess values in children's books. The sample consisted of winners of the Caldecott award from 1938 to 1986. Categories of values examined were (a) positive behavior (e.g., cooperation, perseverance), (b) positive feelings (e.g., patience, self-confidence), (c) negative behavior (e.g., aggression, cheating), (d) negative feelings (e.g., jealousy, selfishness), (e) traditional values (e.g., politeness, respect), (f) Judeo-Christian values (e.g., trust in God, prayer), (g) other religious values (e.g., mention of shaman or witchdoctor), and (h) neutral (e.g., daydreaming, needing privacy). The findings showed that the values seen most, in both percentage and frequency tallies, were (in order) neutral, positive behavior, positive feelings, traditional values and negative feelings. While the study was primarily an exercise to demonstrate the values assessment scale, the authors did conclude that the lower rankings of negative feelings and behaviors may indicate a reluctance on the part of the Caldecott winners to address the "stark reality of our times and society" (p. 78).

Yandell (1990) studied the spiritual values in Newbery medal and honor books. Eight librarians from different school systems in two counties in northwest Arkansas read five Newbery medal or honor books and were asked to identify passages which they believed to contain spiritual values, defined as "concepts that give purpose or meaning to life" (p. 8). Twenty nine different titles were examined. Thirty five children in grades three through six each read one Newbery medal or honor book (a total of 21 different titles) and was questioned by the researcher as to meanings of specific passages. The spiritual values

identified by the librarians were compared to the children's responses. There was no codebook or frequency tally chart; the researcher simply cued in to comparative terms, phrases, or adjectives used by the librarians and children. Values identified by both groups were kindness, love (of others or family), determination, courage, acceptance of others, growth (acceptance of self, introspection, maturity, or spiritual change), bravery, respect for nature, and Biblical models. Values seen by the librarians only were faith, hope, compassion, interdependence, and references to God. Values seen by the children only were hard work, responsibility, and the desire for group membership. Yandell concluded that the spiritual values in children's literature could be identified by children as well as librarians and that children's literature is a viable way for those values to be transmitted.

Bush (1994) attempted to determine if adults could identify and fifth grade children recognize the values identified by Knafle, Westcott, and Pascarella (1988). Raters read and analyzed 10 books which were Newbery Medal or Honor Books and appeared on the Children's Choice List, and five of these books were chosen for investigation of children's recognition of values. Both adults and children identified and recognized positive behavior and positive feelings with a high degree of frequency, with negative behavior and Judeo-Christian values seen the least. It was concluded that values could be identified in children's literature and that children could recognize these values.

These studies not only illustrate the various types of literature for children in which values may be found, but the different types of values which may be found as well. While most would agree that love, bravery, courage, independence, generosity, and courtesy constitute desirable values, many would find aggression, cheating, jealousy, and selfishness questionable values to be possessed. In children's literature the values may have negative as well as positive connotations and often the opposite action of a value may be portrayed. Funk (1986) refused to accept a negative portrayal as a value, calling it instead an "anti-value."

In addition, studies tend to examine or look for particular values which will vary from study to study. While a value may be identified as predominant in one study, it may not even be sought in another. Even the core values identified on page one of this study are often subject to interpretation. Still, analysis of literature for children will reveal values in the content, and the content will have an impact on those who read.

What Children Choose To Read

Because children's literature can play an important role in values education it is important to determine which types of literature children choose to read. When children are free to pick books to read for themselves, away from class requirements or adult interference, which genres do they choose? Monson and Sebesta (1991) reviewed research on reading preferences and interests of children and concluded that interests change with age. Children in the first and second grades prefer animal and fantasy stories and stories with child characters. Children in the third and fourth grades are interested in familiar experiences and adventure. Reading preferences lean to real life experiences by the time children reach intermediate grades.

Reading preferences can be influenced by physical development. As the bodies of children change and develop, they often enjoy reading about others who are facing similar situations. Huck, Hepler, and Hickman (1993) stated that "Growth in size, muscularity, and coordination is often reflected in children's choice of a book in which characters share their own newly acquired traits or abilities " (p. 62). Gradually, children find that their bodies are enabling them to perform physical feats that they have seen demonstrated by older children and adults. Children can become interested in sports because of the opportunities to explore and demonstrate control over body movement which sports affords. Consequently, the "demand for sports books increases as boys and girls gain the skills necessary for successful participation" (Huck, Hepler, &

Hickman, 1991, p. 62). Rudman (1958) found that between grades four and eight, interest in sports stories increased dramatically among children.

The Preference Of Sports Books Among Boys

Whatever the reasons behind children's preferences in reading, numerous studies show that sports books tend to be among boys' top choices. Taylor and Schneider (1957) examined the preferences of Chicago students in grades five through eight. Among boys, sports was the second most popular reading subject, trailing only adventure stories.

Other studies report similar findings. For example, Wolfson (1960) surveyed the reading interests of approximately 2000 Norwalk, Connecticut children in grades three through six. Stories about sports was the second most popular choice among boys. Stanchfield (1962) reported that sports and games was second only to outdoor life in preferred reading among boys in grades four, six, and eight in the Los Angeles City Schools. Smith (1969) cites a study by Whitehead in which sports and games was the most popular choice of subject area for boys. Surveying 593 children in grades three, four, and five, Downen (1971) attempted to study the reading preferences of elementary school boys in Florida. It was found that sports stories was the second most popular subject reading area, with mystery stories topping the list. Lawson (1972) surveyed 695 Arkansas students in the fifth grade as to their reading preferences. Sports and sport biography followed only animal stories, mysteries and ghost stories, and fantasy and science fiction in popularity. Ferguson (1977) examined 30 students in an Arkansas sixth-grade class. The study revealed that among the boys, modern fiction dealing with sports was at the top of the preferred reading list, followed by mysteries. A survey of older children (in grades 9 through 12) was undertaken by Wynn and Newmark (1979).

Nine hundred and twenty two students were surveyed in Ohio. The findings showed that boys rated sports as their favorite nonfiction subject.

Summary

These studies help to illustrate the popularity of sports books with boys. Many girls enjoy reading books about sports as well (Wolfson, 1960, Lawson, 1972), but it is a more popular subject among boys. Various genres have been shown to be popular with boys (e.g, adventure, mystery, and animal stories) depending upon the grade level, geographic region, and time period which comprised the study. Yet sports stories are found at the top, or near the top, of the preferred reading lists of boys. Boys enjoy reading about sports, and if given the choice many will choose to read this genre. Given that values can be inculcated through literature and that the literature that boys often choose to read focuses on sports, the question that follows is what kind of values are included in sports books written for children? This question has no ready answer because there has not been a study in which it has been addressed. By examining the sports stories written for children and adolescents by one of the most popular writers of this genre, perhaps an answer can be found.

The Sports Books Of John R. Tunis

Becoming one of the most respected writers for children and adolescents was certainly not the ambition of John Tunis. Born in Boston in 1889, the son of a parson and a school teacher, he grew up interested in athletics, the theater, and politics. After graduating from Harvard and serving in the army during World War I, Tunis began to write. Besides being a sportswriter for the New York Evening Post from 1925 to 1932, he also wrote for magazines such as Life, Collier's, and Liberty, and broadcast tennis

matches for the National Broadcasting Corporation from 1934 to 1942. It was Tunis's knowledge and appreciation of athletics, and his dedication and ability to write which gained him notoriety as a writer.

In 1938 Harcourt Brace decided to publish his novel about a star high school athlete from the Midwest who becomes lost in the real world of Harvard. Tunis was delighted that Iron Duke would be published, but he was devastated to learn that it would be published as a juvenile novel: "Naturally my boiling point had been reached. What did I know or care about juveniles? My book was a book" (Tunis, 1964, p. 215). After being assured that there was a large and continuing market for such books, he reluctantly consented, and the book was a commercial and a critical success, winning the New York Tribune award for best juvenile book. Tunis would later remember that although he did not realize it at the time, "I was starting work in a new direction" (Tunis, 1964, p. 216).

At this point he began to write fewer articles and concentrated on sports books for children and adolescents. Over the next three decades his books used sports such as baseball, football, basketball, golf, soccer, tennis, and track as backdrops, and Tunis became "one of the most sainted names in sports literature" (Lipsyte, 1980, p. 46).

Tunis wrote books for children which did not necessarily deal with sports. He also wrote books, articles, and essays for adults as well, but it was his children and adolescent sports books which were the most popular (Jacobs, 1967). Once a reader became acquainted with Tunis's work, he was hooked (Shereikis, 1977; Oswald, 1991; Epstein, 1987; Smith, 1990), and many female readers enjoyed reading Tunis's books as well (Nerney, 1963). Sales statistics indicate that Tunis books were among the best selling books of any genre for children and adolescents (Nerney, 1963). In 1959 Stephen Dunning surveyed 14 school and public librarians to determine popular novels with children. The books of John R. Tunis were included in the top 10, along with such classics as Walter Farley's Black Stallion (Nilsen & Donaldson, 1985). Shereikis (1977) found that each Tunis book in circulation had been checked out at least six times a year

at a branch library in Springfield, Illinois. Shereikis estimated that no less than 10 to 15,000 people had read the books in the city of 100,000. The present researcher found that the Tunis books in circulation in the middle school library in Stillwater, Oklahoma, have been checked out an average of four times a year during the period from 1970 to 1994. The sports books of John R. Tunis are still being read by children and adolescents in the 1990s.

The secret to the popularity of Tunis's books lies in his ability to tell a story in an interesting and believable manner without condescending to the reader (Epstein, 1987).

Tunis knew of the critical nature of his readers:

A book written for my audience doesn't have to be merely as good as a book written for adults; it must be -- or should be -- better. Not only does youth deserve the best, but also no youths read a book because it is on the best-seller list. There is no best-seller list. Nor do they read it because it has a huge advertising budget, or is well reviewed; they read it for one reason alone, they want to (Tunis, 1964, p. 259).

Tunis's sports stories are believable (Smith, 1990; Shereikis, 1977; Oswald, 1991; Stewig, 1980; Epstein, 1987). The hero did not always hit a home run to win the game or score the deciding touchdown as time ran out; he often failed or was defeated. Unlike other sports books of the time (and at present) the heroes might have had character flaws or bad habits, and the antagonist might have displayed admirable qualities or virtues. This realism, where things did not always work out perfectly, is what has traditionally appealed to readers (Smith, 1990; Epstein, 1987; Oswald, 1991).

In addition to the realism of the narrative, Tunis also excelled at depicting athletic action and an athletic environment in a realistic manner. Whether it was describing the sound that metal baseball spikes make when players walk across a concrete floor, portraying a runner's agony as he struggles to finish a race, or explaining the intricacies of a tennis serve, Tunis made the reader feel a part of the story. Perhaps of more importance, many recognized the action, feelings, and drama from their own life

experiences. In short, Tunis not only knew the game, he could write about it as well (Epstein, 1987; Oswald, 1991; Nilsen & Donaldson, 1985). Nilsen and Donaldson (1985) contend that "no other writer of any great talent appeared between 1940 and 1966" (p. 599) in the field of sports literature for children and adolescents.

His books received literary awards such as the Child Study Children's Book Award in 1943 (for Keystone Kids) and the Junior Book Award from Boys' Club of America in 1949 (for Highpockets). Tunis was so skilled that in addition to being one of the most popular and respected writers of his day, he is still considered an important and influential writer. Nilsen and Donaldson (1985) not only credit him with influencing literature for young people but continued to list him as one of the "Nine Outstanding Writers for Young Adults" 10 years after his death. John R. Tunis wrote books about sports, but sports was only an intriguing backdrop to the story. As Sherkeis (1977) noted, descriptions of actual games or athletic contests often took up very little space in a Tunis sports book. Instead, topics such as prejudice, education, politics, hypocrisy, commercialism, racism, and the distortion and overemphasis of sports were addressed. In a personal correspondence with Nerney (1963), Tunis explained his writing: "What I have tried to do is not write about sports, but about America and American life" (p. 34). Writing about sports was simply a means in which to address social issues and to transmit values. Tunis believed that "sports is still the open road to the heart" (Tunis, 1964, p. 261) of children and adolescents, including girls, for he understood their interest in sports as well.

Not wanting the "message" to take over, Tunis believed that by using sports to illustrate what he believed to be detrimental or laudable about society, the audience would listen:

What then? What happens? The team wins on the last page. Of course not. The team loses, when by rights it should have won and beaten the State Champion. When it was 12 points ahead at half-time, when there was a 2

point spread and only six seconds to go, when the big electric clock in the center above the scoreboard was ticking away, and every person in that sixteen thousand was on his feet yelling . . . then the team loses. But . . . says the boy or girl, the reader . . . I thought . . . they were going to win. Ah, but they didn't win, did they? They ought to have won; they lost. This happens sometimes; remember, against Muncie last year, against Richmond in December. Remember? He remembers all right. This is a slice of life, an important part of it. He has seen it occur before, he knows it can take place again. So dimly he now understands that not every team can win the State even if it deserves to, nor can every girl become the Homecoming Queen. He learns possibly that to accept defeat is an element in the coming of maturity, that you cannot always or even often have your own way, that the manner in which we face up to defeat and disappointment is a test of growth and part of the development of character (Tunis, 1964, p. 161-162).

This effort to develop values and character in children made quite an impact on the readers of Tunis's books. Many remember being affected by his works and being taught the virtues of hard work (Shereikis, 1977), discipline (Epstein, 1987), teamwork (Epstein, 1987; Jacobs, 1967; Shereikis, 1977; Smith, 1990), courage (Stewig, 1980; Jacobs, 1967; Epstein, 1987), perseverance (Epstein, 1987; Shereikis, 1977; Jacobs, 1967; Stewig, 1980), sacrifice (Shereikis, 1977), tolerance (Oswald, 1991; Jacobs, 1967), a sense of proportion (Stewig, 1980; Jacobs, 1967), competition to improve oneself (Oswald, 1991), and sportsmanship (Smith, 1990). The titles of many articles written about Tunis reflect the impact that his sports books had on the authors: John R. Tunis: A Commitment To Values; A Boy's Own Author; The Writer Who Taught Generations How To Play The Game; and How You Play The Game: The Novels Of John R. Tunis.

John R. Tunis was one of the most popular writers of sports books for children and adolescents and is still read today, years after his death in 1975. By his own admission he attempted to transmit values through his writings and hoped to develop character in his audience. Yet, Tunis never said which specific values it was that

he was trying to inculcate, and the values that many associate with his works are merely remembrances of childhood reading. Therefore, the question arises: what core values are included in the sports books for children and adolescents written by John R. Tunis? This study will attempt to answer this question.

Summary

Relevant literature to this study has been reviewed in Chapter II. Methods of values education were discussed, and values inculcation was described as being a viable, if not traditional, way to teach values. Inculcating values through the use of children's literature and its effectiveness was addressed, as were the values that have been found in examinations of children's literature. Children's preference of books to read were discussed, and it has been determined that boys often choose books about sports. Perhaps the most popular and widely respected author of sports books for children and adolescents has been John R. Tunis. Tunis addressed social issues and values in his stories, making impressions on those who read them. The purpose of this study is to determine what core values are included in the sports books written for children and adolescents by John R. Tunis. Chapter III will discuss the methodology used in conducting this study.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine the values messages in the sports books written for children and adolescents by John R. Tunis from 1938 to 1973. In Chapter II, relevant literature was reviewed which determined the need for values education and described how literature can inculcate a society's values to its children. Children's reading interests were discussed and research findings indicate that boys tend to read books about sports. John R. Tunis was identified as one of the most prolific writers of sports stories for children and adolescents and values were an important part of his writings. The literature reviewed suggests the need for this study. The research question addressed in this study is: what values are contained in the sports books for children and adolescents written by Tunis? This chapter will discuss why content analysis was used, how content analysis was used, how the sample was selected, the development of the codebook, the selection of raters, and book assignments.

Why Content Analysis Was Used

Content analysis has been defined in different ways. Some of the definitions are as follows:

In brief, content analysis is employed as a diagnostic tool for making specific inferences about some aspect of the speaker's purposive behavior (Poole, 1959, p. 7).

Content Analysis is any research technique for making inferences by systematically and objectively identifying specified characteristics within text (Stone, 1966, p. 5).

Content Analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication (Berelson, 1952, p. 18).

White (1951) utilized content analysis to examine values, and labeled it "values-analysis":

The purpose of values-analysis is to provide a method by which any kind of verbal data can be described quantitatively, with a maximum of objectivity and at the same time with a maximum of relevance to the underlying emotional dynamics (p. 1).

White further declared that "values-analysis" can be used to study the value system of our own culture.

However a definition of content analysis is worded, all agree that content analysis is a way to examine the content of written, oral, or visual communication. Prefabricated categories and items are identified and tabulated from the communication in question. Berelson (1952) emphasizes certain requirements in its usage:

1. The systematic and semantic requirement. Content analysis is concerned with what-is-said and not why-the-content-is-like-that (eg., "motives") or how-people-react (eg., "appeals" or "responses").
2. The requirement of objectivity. This demands that the categories of analysis be defined clearly and precisely so that different analysts can apply them to the same body of content and draw the same results.
3. The requirement of system. This requirement contains two different meanings. The first is meant to remove partial or biased analysis. That is, if some occurrences of the category are to be considered within a specific body of context, then all occurrences must be, or the definition of the problem must be changed. The second part of this requirement states that the results of the analysis must have a measure of general application; it should be designed for the establishment of scientific propositions.

4. The quantification requirement. This is the extent to which the analytic categories appear in the content, that is, the relative emphasis and omissions. It does not demand the assignment of numerical values. Quantitative words such as "more", "often", "always", or "increases" will be appropriate, though perhaps less precise than "67%" or "44 times." Berelson calls this requirement the distinctive feature of content analysis and what distinguishes it from ordinary reading.

In determining which core values are represented in the sports books written for children and adolescents by John R. Tunis, content analysis showed itself to be a logical and practical tool. The interpretation required some element of subjectivity because of the nature of values.

How Content Analysis Was Used

Categories

When content analysis is used in research methodology the first step, after the formation of the research question, theory, and hypothesis, is the definition of categories. Berelson (1952) outlined types of categories for guidance in classification schemes:

1. Subject Matter. What is the communication about?
2. Direction. Is the communication portraying the subject matter in a positive, neutral, or negative manner?
3. Standard. On what terms is the evaluation of the subject matter made?
4. Values. What goals or wants are depicted? What do people want, what are they after, and what do they get?
5. Methods. What means are employed to realize the goals or wants?

6. Traits. What characteristics are used to describe people, institutions, and policies?
7. Actor. Who is represented or undertaking certain acts?
8. Authority. In the name of which person, group, or object is a statement made?
9. Origin. What is the place of origin of the communication?
10. Target. To whom is the communication directed?
11. Form or Type of Communication. In what medium does the communication take place?
12. Form of Statement. In what grammatical or syntactical form does the communication take place?
13. Intensity. With how much "strength" or "excitement value" is the communication made?
14. Device. Is there a rhetorical or "propagandistic" characteristic to the communication?

Berelson (1952) refers to the selection of categories as the most important step in the content analysis process: "Content analysis stands or falls by its categories" (p. 147). This study was based on values, the fourth category. The core values of compassion, courage, courtesy, fairness, honesty, kindness, loyalty, perseverance, respect, and responsibility were examined because they are deemed necessary for a society's survival (Gibbs & Earley, 1994).

Recording Unit Of Analysis

After a category has been chosen upon which to base the content analysis, a unit of analysis needs to be chosen to determine the size of the units to be coded. Berelson (1952) and Holsti (1968) offer four suggestions for recording units:

1. Word. This is the smallest unit in content analysis. Word compounds, like phrases, can be included as well as single words.
2. Theme. A theme is an assertion about a subject matter. It is a sentence under which a wide range of formulations can be subsumed. It is among the most useful units of content analysis because it takes the form in which issues and attitudes are addressed. Yet it can also be a difficult unit of analysis in terms of reliability, especially if it is more than a simple sentence.
3. Character. The number of times a person, or character, appears in the material analyzed is recorded. The entire item provides the basis for specific classifications and must be read before coding decisions are made.
4. Item. The item refers to the whole "natural" unit of the material to be analyzed. It may be a book, a magazine article or story, a speech, a radio or television program, a letter, or any form of communication in its individual entirety.

Studies examining works of children's literature using content analysis have used various types of recording units. Kwon (1984), for example, examined selected paragraphs in studying values in biographies for children. Madison (1972) used selected pages as recording units as he examined values and social action in multi-racial children's literature as did Funk (1986) in studying predominant values in children's literature. Ferguson (1977) utilized the cloze procedure in the first chapters of selected books. In spite of perceived difficulty because of length, others have used the item (i.e., book) for the recording unit (Chaudoir, 1979; Bone, 1977; Gifford, 1980; Jenkinson, 1982; Locke, 1979; Gillis, 1977; Odoms, 1992; Shoultz, 1992; Tucker, 1994).

The item was chosen as the recording unit for this study for two reasons. The primary consideration is that core values might be found throughout the book and not just in randomly selected sentences, pages, paragraphs, or chapters. In addition, the total number of books to be examined did not promise to be too difficult an undertaking.

How Sample Was Selected

Because the total number of books was not large, the entire population of sports books (18) written for children and adolescents by John R. Tunis was used in this study. A list of these books is found in Table I.

Development Of Code Book

There is no one prescribed or best method when utilizing content analysis as a research tool (Carney, 1972). Each study will be different and the questions and problems associated with each study may be unique. To be dependent upon previous methods and codebooks is to underestimate the versatility which content analysis offers (Weber, 1990). In each instance the researcher must devise a codebook, or instrument of measurement in content analysis, which will be logical and sensitive to the needs which the study dictates (Krippendorff, 1980). While other codebooks may be examined for ideas and relevance, each codebook should be constructed and customized, so to speak, for the study in which it will be used.

The codebook used in this study consists of simple frequency recordings for each of the core values seen in each book (see Appendix). When examining values, it is a common practice to combine certain values into values categories because of the similarities of the values (Bennett, 1995). For example, one reader may see a certain act as an expression of kindness while another reader may view the same act as compassion. Both readers acknowledge that a value is expressed. In this study, when trying to classify a specific act, values which may be viewed as similar are put into categories of

TABLE I
BOOKS INCLUDED IN THIS STUDY

The Iron Duke (Harcourt Brace Jovanovich)	1938
The Duke Decides (Harcourt Brace Jovanovich)	1939
Champion's Choice (Harcourt Brace Jovanovich)	1940
The Kid From Thompkinsville (Harcourt Brace Jovanovich)	1940
World Series (Harcourt Brace Jovanovich)	1941
All American (Harcourt Brace Jovanovich)	1942
Keystone Kids (Harcourt Brace Jovanovich)	1943
Rookie Of The Year (Harcourt Brace Jovanovich)	1944
Yea! Wildcats (Harcourt Brace Jovanovich)	1944
A City For Lincoln (Harcourt Brace Jovanovich)	1945
The Kid Comes Back (Morrow)	1946
Highpockets (Morrow)	1948
Young Razzie (Morrow)	1949
The Other Side Of The Fence (Morrow)	1953
Go, Team, Go! (Morrow)	1954
Buddy And The Old Pro (Morrow)	1955
Schoolboy Johnson (Morrow)	1958
His Enemy, His Friend (Morrow)	1967

(a) Compassion/ Kindness, (b) Courage/Perseverance, (c) Courtesy/Fairness/Respect, and (d) Honesty/Loyalty. The value of responsibility remained independent of the other values.

Makeup of Codebook

The first page of the seven page codebook was for general information about the book. The following items were included:

1. The reviewer's name
2. The title of the book
3. The year that the book was published
4. The number of pages in the book
5. A list of the main characters (recorded as book is being read)
6. Theme of the book

The remaining pages of the codebook were devoted to each core value category (see Appendix). The reviewer's name and title of the book were listed on each page, and a definition of the values as given by the researcher for the reviewer to consider when reading the book was included. After the instructional definition, each value category had a series of questions concerning the values and their occurrence in the book:

1. Was (value category) shown by main character(s)?
Frequency and page numbers -
2. Was (value category) shown by someone other than the main character(s)?
Frequency and page numbers -
3. Was there some point(s) when the main character learned the importance of (value category)? Page numbers and explain -

4. Was the opposite of (value category) shown?

Frequency and page numbers -

5. Total number of times that (value category) is displayed in this book -

Selection Of Raters And Assignments

It is recommended that in any study involving content analysis, more than one rater be involved in order to enhance reliability and reproducibility (Krippendorff, 1980). In this study, three raters in addition to the researcher were used to read and analyze the books using the codebook described previously. One rater was a professor of education at a large university located in the southwest part of the United States. He teaches social studies methods and children's literature classes. Another rater was a graduate student in curriculum and instruction who holds a degree in elementary education and has five years teaching experience in public schools. This student has written curriculum guides for use in elementary schools and is familiar with the use of content analysis as an educational research tool. In addition, she has had a course in the use of content analysis. The third rater was a graduate student in elementary education working toward teacher certification.

Book Assignments

Books were assigned on a rotational basis. In the attempt to achieve reliability and consensus, each book was read by two of the readers (see Table II for book assignments).

TABLE II
ASSIGNMENTS FOR RATERS

Book Number and Title	Researcher	Rater #1	Rater #2	Rater #3
1. The Iron Duke	x			x
2. The Duke Decides	x		x	
3. Champion's Choice		x		x
4. The Kid From Thompkinsville			x	x
5. World Series	x	x		
6. All American		x	x	
7. Keystone Kids	x			x
8. Rookie Of The Year	x		x	
9. Yea! Wildcats		x		x
10. A City For Lincoln			x	x
11. The Kid Comes Back	x	x		
12. Highpockets		x	x	
13. Young Razzle	x			x
14. The Other Side Of The Fence	x		x	
15. Go, Team, Go!		x		x
16. Buddy And The Old Pro			x	x
17. Schoolboy Johnson	x	x		
18. His Enemy, His Friend		x	x	
x Denotes Book Read				

Inter-rater Agreement

To help determine inter-rater agreement, Heart of a Champion (1993) by Carl Deuker, an adolescent baseball novel, was read and discussed before the study began to familiarize the readers with the codebook. Because of the subjective nature of values, it was not imperative that the readers were in 100% agreement during the study. The purpose of an inter-rater agreement was to determine if the readers were divergent in their values categorization. Readers met after each had completed a book and the book was discussed. The readers attempted to reach a consensus concerning the observation and values categorization of events in the book.

Summary of Content Analysis Steps Used

These steps were followed in the development and implementation of this study:

1. Formulation of the research question. (The formulation took a period of two days in March of 1995)
2. Selection of categories. (The category was selected in one day in March of 1995)
3. Selection of the unit of analysis. (The unit to be analyzed was determined over a period of one week in March of 1995)
4. Selection of the sample to be analyzed. (The sample was selected in one day in March of 1995)
5. Development of codebook. (The codebook was developed over a period of four months, during May-August, 1995)
6. Selection of readers/raters. (Raters were selected over a period of two months, during September-October, 1995)

7. Assignment of books to readers/raters. (Books were assigned in one day in November of 1995)
8. Construction of inter-rater agreement. (Rater agreement/consensus construction was developed in a two week period in November of 1995)
9. Conduction of study. (The study was conducted between December, 1995, and February, 1996)
10. Compilation of results. (Results were compiled in a period of one week in March of 1996)
11. Analysis and interpretation of results. (Results were analyzed and interpreted during a three week period in March of 1996)

Summary

Chapter III has examined the purposes behind the use of content analysis as a research tool and the selection of categories and units of analysis. It was determined that for the purpose of this study, the category would be values and that the unit of analysis would be the entire item (i.e., each book). The construction of the codebook was discussed along with explanation of its usage. Selection and qualifications of additional raters was mentioned along with the basis for book assignments and methods for assignments and the results of the inter-rater agreement check. Chapter IV will report the findings of the study.

CHAPTER IV

FINDINGS

Chapter III examined the methodology used in this study. Content analysis was determined to be the appropriate research tool and its implications for the study was discussed. The selection of category and unit of analysis, along with the development of the codebook and selection of raters, was addressed as was the assignment of books and inter-rater agreement check. The methodology of content analysis was an aid in trying to determine what core values are present in the sports books written for children and adolescents by John R. Tunis. Chapter IV will report the findings of the study as to the values in the entire sample of sports books written by John R. Tunis, and the values in each book individually.

Values In The Entire Sample Of Sports

Books By John R. Tunis

Frequency of Core Values

The value category which appeared the most in the 18 books examined in the study was Courtesy/Fairness/Respect. It appeared a total of 672 times (see Table III). A good example can be seen in Iron Duke when Duke wins his first collegiate race: "Now he was a figure in his own right, a real person. They came up in twos and threes, awkwardly but sincerely to shake his hand. Did he know he'd beaten the college record by three seconds? Did he realize that he'd won the meet? Thurber, most awkward of all, thanked him clumsily" (pp. 182-183). Following this value category were

TABLE III
FREQUENCY - TOTAL

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Iron Duke	0	17	60	14	5	9
The Duke Decides	33	8	56	24	12	29
Champion's Choice	25	23	26	13	7	4
The Kid From Thompkinsville	27	27	41	8	7	12
World Series	9	5	38	15	5	26
All American	53	13	48	30	14	17
Keystone Kids	13	9	15	9	4	17
Rookie of the Year	28	21	39	13	21	20
Yea! Wildcats!	8	22	34	38	0	15
A City For Lincoln	18	16	51	29	14	2
The Kid Comes Back	11	17	14	6	2	11
Highpockets	34	8	44	26	11	10
Young Razzle	21	14	27	9	5	12
The Other Side of the Fence	34	20	32	6	6	2
Go, Team, Go!	20	9	30	19	11	9
Buddy and the Old Pro	33	22	64	20	22	6
Schoolboy Johnson	13	2	28	5	8	14
His Enemy, His Friend	27	18	25	17	5	3

Compassion/Kindness (n=447), Honesty/Loyalty (n=301), Courage/Perseverance (n=271), Other Values (n=218), and Responsibility (n=159).

The value category which appeared most frequently in individual books was Courtesy/Fairness/Respect. This value was found in four books over 50 times: Buddy and the Old Pro (n=64), Iron Duke (n=60), The Duke Decides (n=56), and A City For Lincoln (n=51). The only other value category which appeared more than 50 times was Compassion/Kindness in All American (n=53). The value category which appeared the least in an individual book was Responsibility in Yea! Wildcats! (n=0). A number of value categories appeared only twice: Courage/Perseverance (Schoolboy Johnson), Responsibility (The Kid Comes Back), and Other Values (A City For Lincoln, The Other Side of the Fence).

Frequency of Main Character Displaying Core Values

The category which the main character displayed most frequently in the study was Courtesy/Fairness/Respect (n=336) (see Table IV). For example, in World Series, Roy Tucker tries to explain to the owner of the Dodgers why his team had played so hard: "It wasn't me Mr. McManus, or Fat Stuff; it was Dave who pulled us through. We were doing it for Dave; we were in there scrapping with him, for him" (p. 106). The value categories which followed were Courage/Perseverance (n=183), Honesty/Loyalty (n=131), Compassion/Kindness (n=125), and Responsibility (n=81).

In individual books, the value category displayed the most was Courtesy/Fairness/Respect which appeared in Iron Duke (n=29), A City For Lincoln (n=29), The Kid From Thompkinsville (n=28), All American (n=26), The Duke Decides (n=24), and Highpockets (n=24). The only other value category besides Courtesy/Fairness/Respect displayed by the main character which occurred more than 20 times was Courage/Perseverance in The Kid From Thompkinsville (n=22). The

TABLE IV
FREQUENCY - MAIN CHARACTER

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res	Honesty Loyalty	Respons.	Oth.
Iron Duke	9	16	29	6	4	
The Duke Decides	6	6	24	11	10	
Champion's Choice	8	19	12	10	4	
The Kid From Thompkinsville	6	22	28	5	4	
World Series	1	3	19	11	2	
All American	12	12	26	12	8	
Keystone Kids	1	6	9	5	1	
Rookie of the Year	11	12	22	7	12	
Yea! Wildcats!	4	11	15	9	0	
A City For Lincoln	7	9	29	10	3	
The Kid Comes Back	3	7	7	2	2	
Highpockets	17	5	24	12	6	
Young Razzle	11	13	18	7	3	
The Other Side of the Fence	1	20	20	4	4	
Go, Team, Go!	8	2	17	6	7	
Buddy and the Old Pro	4	9	16	4	4	
Schoolboy Johnson	6	2	15	4	4	
His Enemy, His Friend	10	9	6	6	3	

value category displayed the least in an individual book was Responsibility in Yea! Wildcats! (n=0). There were instances when the main character displayed a value category only once in the book. Compassion/Kindness was displayed by the main character only once in World Series, Keystone Kids, and The Other Side of the Fence. Responsibility was displayed by the main character only once in Keystone Kids.

Frequency of Someone Other Than the Main

Character Displaying Core Values

The core value category most displayed by someone other than the main character in the Tunis books was Courtesy/Fairness/Respect (n=230) (see Table V). For example, Sergeant Hans von Kleinschordt is a German soldier helping to occupy a French village during World War II in His Enemy, His Friend. Because he treats the people with respect and because he helps coach the youth in soccer, the people respond to him favorably. "It seemed as though everyone they met greeted the sergeant. Old ladies . . . housewives . . . children . . . all wished him good day, addressing him as Colonel and speaking in German" (p. 15). Following this value category were Compassion/Kindness (n=185), Courage/Perseverance (n=72), Honesty/Loyalty (n=68), and Responsibility (n=23).

Someone displaying a core value category other than the main character occurred most frequently in Buddy and the Old Pro when Courtesy/Fairness/Respect was displayed 28 times. Typical of much of Tunis's description of athletic contests, there is quite a bit of conversation during games, and when Buddy makes a good play at shortstop his teammates respond accordingly with shouts of "Attaboy, Buddy! . . . Nice work there, Buddy! . . . Thatsa old Buddy!" (p. 11). The same value category was also seen 26 times in The Duke Decides. Compassion/Kindness displayed by someone other than the main

TABLE V
FREQUENCY - OTHER THAN MAIN CHARACTER

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Iron Duke	6	1	20	2	0	
The Duke Decides	24	1	26	7	0	
Champion's Choice	14	2	12	0	2	
The Kid From Thompkinsville	12	3	11	3	3	
World Series	7	1	14	2	0	
All American	18	0	11	1	2	
Keystone Kids	0	3	4	2	0	
Rookie of the Year	14	9	16	5	2	
Yea! Wildcats!	2	9	11	13	0	
A City For Lincoln	9	7	17	10	9	
The Kid Comes Back	6	7	7	3	0	
Highpockets	5	3	11	4	0	
Young Razzle	2	0	5	2	0	
The Other Side of the Fence	26	0	5	0	0	
Go, Team, Go!	2	5	11	1	1	
Buddy and the Old Pro	20	12	28	4	3	
Schoolboy Johnson	7	0	7	1	0	
His Enemy, His Friend	11	9	14	8	1	

character was seen 20 or more times in The Other Side of the Fence (n=26), and Buddy and the Old Pro (n=20). In many cases, values categories displayed by someone other than the main character were not seen at all: Compassion/Kindness (Keystone Kids), Courage Perseverance (All American, The Other Side of the Fence, Schoolboy Johnson), Honesty/Loyalty (Champion's Choice, The Other Side of the Fence), and Responsibility (Iron Duke, The Duke Decides, World Series, Keystone Kids, Yea! Wildcats!, The Kid Comes Back, Highpockets, Young Razzle, The Other Side of the Fence, Schoolboy Johnson).

Frequency of Instances When the Opposite of a Value Was Displayed

The core value category of Compassion/Kindness had its opposite displayed most frequently a total of 115 times (see Table VI). This is illustrated well in All American, when Ronald Perry reflects on his teammates' comments after they deliberately injured an opponent during a football game: "Aw, he had it coming to him, the big lug. He happened to go down under that block; so what? Football's a tough game" (p. 37). The value categories which followed were Honesty/Loyalty (n=103), Courtesy/Fairness/Respect (n=101), Responsibility (n=45), and Courage/Perseverance (n=19).

The core value category which had its opposite displayed most frequently was Compassion/Kindness in All American (n=22), a story dealing with prejudice. The opposite of Honesty/Loyalty appeared 16 times in both All American and Yea! Wildcats!. There were many instances in which the opposite of a core value category did not appear at all.

TABLE VI
FREQUENCY - OPPOSITE

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Iron Duke	6	1	13	11	1	0
The Duke Decides	5	1	8	6	1	0
Champion's Choice	3	1	2	1	1	0
The Kid From Thompkinsville	9	2	2	0	0	0
World Series	1	1	2	2	1	0
All American	22	1	11	16	3	0
Keystone Kids	5	0	3	2	0	0
Rookie of the Year	3	0	2	6	7	1
Yea! Wildcats!	2	2	7	16	0	0
A City For Lincoln	3	0	5	9	2	0
The Kid Comes Back	2	4	0	1	0	0
Highpockets	12	0	10	11	4	0
Young Razzle	8	1	4	0	2	0
The Other Side of the Fence	7	0	7	2	1	0
Go. Team. Go!	10	2	3	5	3	0
Buddy and the Old Pro	9	2	12	12	14	0
Schoolboy Johnson	2	0	4	0	4	0
His Enemy, His Friend	6	1	6	3	1	0

Frequency of a Specific Instance When a

Value is Learned or Accepted

There were instances in several books in which the main character learned or accepted the importance of one or more core value categories (see Table VII). In examining the 18 books read in this study, there were seven different times when the main character learned the importance of Courtesy/Fairness/Respect and seven different times when Responsibility was accepted as important. In Buddy and the Old Pro, Buddy Reitmayer understands how important it is to play fair when a former major league player that Buddy admired shows himself to be a cheat when he coaches a youth baseball team. Cecil McDade is a carefree, selfish baseball player in Highpockets, but when he hits a boy while driving his car he learns to accept responsibility. Honesty/Loyalty was accepted on six different occasions and Compassion/Kindness was learned by the main character twice. There was no point in the books examined in this study when Courage/Perseverance was learned.

Not only were there instances when the main character learned the importance of one of the core value categories, there were several books in which the main character learned the importance of more than one of the values in the values categories. In Buddy and the Old Pro, Buddy learned the importance of four values: Kindness, Fairness (on four occasions), Respect (on two occasions), and Responsibility. Three values, Kindness, Loyalty, and Responsibility, were learned by the main character in All American. Two of the core values were accepted in Champion's Choice (Honesty and Loyalty), Yea! Wildcats! (Fairness and Honesty), Highpockets (Loyalty and Responsibility), and Go, Team, Go! (Loyalty and Responsibility). One core value, Responsibility, was learned by the main character in The Duke Decides, The Other Side of the Fence, and Schoolboy Johnson. There was no specific instance when a value was learned in the remaining books.

TABLE VII
SPECIFIC INSTANCE WHEN VALUE IS LEARNED OR ACCEPTED

Iron Duke	None
The Duke Decides	Responsibility
Champion's Choice	Honesty - 1, Loyalty - 1
The Kid From Thompkinsville	None
World Series	None
All American	Kindness - 1, Loyalty - 1, Responsibility - 1
Keystone Kids	None
Rookie of the Year	None
Yea! Wildcats!	Fairness - 1, Honesty - 1
A City For Lincoln	None
The Kid Comes Back	None
Highpockets	Loyalty - 1, Responsibility - 1
Young Razzle	None
The Other Side of the Fence	Responsibility - 1
Go, Team, Go!	Loyalty - 1, Responsibility - 1
Buddy and the Old Pro	Kindness - 1, Fairness - 4, Respect - 2, Responsibility - 1
Schoolboy Johnson	Responsibility - 1
His Enemy, His Friend	None

Other Values Displayed

In addition to the core value categories, many other values were identified by the raters when reading the 18 books included in this study (see Table VIII). The value category reported the most was Encouragement (n=85). This is not surprising considering that each of the books concerns sports and that encouragement by teammates and fans is integral and commonplace. Encouragement can be seen when Tunis describes the action of sport, as in World Series: "All right, Dave . . . Atta boy, Dave old kid, old boy . . . Right behind you, Dave . . . Let's go, Dave . . ." (p. 97). Yet encouragement was also identified in many episodes which took place away from sports, such as at home with family: "Remember, dear, this isn't your last season. I know it isn't. With your experience you won't be just a bullpen catcher. How do you know, maybe you'll get a job as a manager. Just you wait and see " (The Kid From Thompkinsville, p. 12). Encouragement was seen in the books during the playing of a sport and away from the sport as well.

Another value category which appeared frequently was Tolerance (n=21). The appearance of this value category is primarily due to the fact that two of the books (All American and Keystone Kids) address this issue directly. The other values categories which appear most frequently, Teamwork (n=8) and Selflessness (n=8) are not surprising considering the nature of sports.

TABLE VIII
OTHER VALUES

Value	Number of Times Displayed
Encouragement	85
Tolerance	21
Teamwork	8
Selflessness	8
Temperment	6
Amateur Status of Sports	6
Friendship	5
Love	4
Hustle	4
Integrity	3
Family	3
Pride	3
Baseball as Business	3
Many others appeared less than 3 times	

Values In The Individual Sports Books By

John R. Tunis

Iron Duke

The value category identified most frequently was Courtesy/Fairness/Respect (n=60), and Compassion/Kindness (n=40) was next in frequency (see Table IX). Respect made up the bulk of Courtesy/Fairness/Respect in the total number of times displayed (n=39) and when displayed by the main character (n=23). As Jim "Duke" Wellington tries to fit into the world of Harvard he encounters many hardships, and it is due to his friendship with his roommates that he eventually feels as if he belongs. This friendship and its ramifications shows in many of the Courtesy/Fairness/Respect and Compassion/Kindness tallies. Because he becomes a distance runner, the Courage/Perseverance category frequency (n=16) is understandable, and the last lap of an important race is described this way: "They came into the stretch and the Duke made his try, his last, final try. All he had, everything. Elbow to elbow now, how long can I stand it. Half a lap. A few hundred yards. Then he was ahead. He was ahead. The thought gave him courage" (p. 231). Other categories found were Pride, Friendship, Integrity, Modesty, and Encouragement.

The Duke Decides

The Courtesy/Fairness/Respect category was identified the most (n=56) with Compassion/Kindness (n=33) following (see Table X). It is interesting to note that someone other than the main character displays the category of Courtesy/Fairness/Respect (n=26) more than the main character (n=24), and other characters show Compassion/Kindness (n=24) more than the main character (n=6). For

TABLE IX
IRON DUKE

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	40 c-14 k-26	17 c-6 p-11	60 c-19 f-2 r-39	14 h-11 l-3	5	9
Number of Times Main Character Displays Value	9 c-2 k-7	16 c-6 p-10	29 c-5 f-1 r-23	6 h-2 l-4	4	
Number of Times Someone Other Than Main Character Displays Value	6 k	1 p	20 c-8 r-12	2 h-1 l-1	0	
Number of Times the Opposite of Value is Displayed	6 k	1 p	13 c-7 f-1 r-5	11 h-1		
Does the Main Character Learn the Importance of a Value?		No				

TABLE X
THE DUKE DECIDES

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	33 c-14 k-19	8 c-2 p-6	56 c-13 f-4 r-39	24 h-6 l-18	12	29
Number of Times Main Character Displays Value	6 c-4 k-2	6 c-2 p-4	24 c-4 r-20	11 h-1 l-10	10	
Number of Times Someone Other Than Main Character Displays Value	24 c-11 k-13	1 p	26 c-7 f-1 r-18	7 l	0	
Number of Times the Opposite of Value is Displayed	5 c-1 k-4	1 p	8 c-2 f-3 r-3	6 h-5 l-1	1	
Does the Main Character Learn the Importance of a Value?		Yes - Responsibility				

example, after the Olympics the Duke is tired of the professionalism that has crept into amateur athletics and decides not to run in any more track meets. His decision is criticized and he feels pressure to compete, but he is rescued when his chief rival decides that he does not want to run anymore either: "It was true. Brocklehurst wouldn't run. And if he didn't, their duel was off and no one would care whether the Duke competed in London or not . . . It was over! . . . The whole trouble, this horrible mess . . . was over and settled" (p. 259). The Duke's rival had pulled out of the race out of compassion for him. Respect was identified the most in the Courtesy/Fairness/Respect value category when considering the total number of times displayed ($n=39$) and times displayed by the main character ($n=20$). As captain of the track team, Duke learns the Responsibility that accompanies winning and losing. The Compassion/Kindness and Honesty/Loyalty categories occur when Duke becomes part of the Olympic team that travels to Berlin. Other value categories included were Encouragement, Friendship, Sportsmanship, Patriotism, and Trust.

Champion's Choice

Although the Courtesy/Fairness/Respect value category was found the most ($n=26$), Compassion/Kindness ($n=25$) and Courage/Perseverance ($n=23$) categories were also identified frequently (see Table XI). Kindness was seen the most when examining the Compassion/Kindness category in total number of times displayed ($n=21$) and when displayed by someone other than the main character ($n=13$). Janet Johnson must persevere when rising through the ranks of the tennis world as each level requires more work and dedication, and this can be seen in the frequency of the Courage/Perseverance category. Even as a child, Janet displays perseverance: "Some children might have tired of the game, might have found it monotonous. Not Janet. She was always trying to

TABLE XI

CHAMPION'S CHOICE

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	25 c-4 k-21	23 c-7 p-16	26 c-5 f-1 r-20	13 h-9 l-4	7	4
Number of Times Main Character Displays Values	8 c-2 k-6	19 c-6 p-13	12 c-4 r-8	10 h-7 l-3	4	
Number of Times Someone Other Than Main Character Displays Value	14 c-1 k-13	2 c-1 p-1	12 c-1 r-11	0	2	
Number of Times the Opposite of Value is Displayed	3 c-1 k-2	1 p	2 f-1 r-1	1 h		
Does the Main Character Learn the Importance of a Value?	Yes - Honesty and Loyalty					

improve her best score, to hit any square any time from any position on the drive" (p. 30). Along the way she discovers the importance of Honesty and Loyalty to those around her. Other values categories identified were Encouragement and Trust.

The Kid From Thompkinsville

In this story, Roy Tucker tries to make a major league baseball club, and Courtesy/Fairness/Respect was the value category identified most frequently (n=41) (see Table XII). Courage/Perseverance and Compassion/Kindness categories were found 27 times. Respect was found the most (n=33) in the total number of times that the Courtesy/Fairness/Respect category was identified. The longer Roy is around big league ballplayers, the more he appreciates how hard and how well they play. Roy listens as his friend Dave Leonard pays his respect to a teammate: " 'Gabby has something else. Fight, get me? He's scrapped more than the rest of this squad put together. Why, that guy has gone further with less in baseball than any player in either league' " (p. 62). His refusal to give up can be found in the Courage/Perseverance category. The value categories of Encouragement and Modesty were also identified.

World Series

The Courtesy/Fairness/Respect category (n=38) was found the most in this continuation of The Kid From Thompkinsville and the category of Honesty/Loyalty followed, identified 15 times (see Table XIII). The main character, Roy Tucker, displays Honesty/Loyalty 11 of those 15 times, as the Dodgers and Indians square off in the World Series. The respect that the teams feel for each other can be seen in the Courtesy/Fairness/Respect category. In the total number of times that Courtesy/Fairness/Respect was identified, Respect was identified the most (n=32).

TABLE XII
THE KID FROM THOMPKINSVILLE

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	27 c-7 k-20	27 c-16 p-11	41 c-6 f-2 r-33	8 h-5 l-3	7	12
Number of Times Main Character Displays Value	6 k	22 c-12 p-10	28 c-4 r-24	5 h-3 l-2	4	
Number of Times Someone Other Than Main Character Displays Value	12 c-6 k-6	3 c-2 p-1	11 c-2 f-1 r-8	3 h-2 l-1	3	
Number of Times the Opposite of Value is Displayed	9 c-1 k-8	2 c	2 f-1 r-1	0	0	
Does the Main Character Learn the Importance of a Value?		No				

TABLE XIII
WORLD SERIES

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	9 c-1 k-8	5 c-4 p-1	38 c-3 f-3 r-32	15 h-9 l-6	5	26
Number of Times Main Character Displays Value	1 c	3 c	19 r	11 h-6 l-5	2	
Number of Times Someone Other Than Main Character Displays Value	7 k	1 p	14 f-2 r-12	2 h	0	
Number of Times the Opposite of Value is Displayed	1 k	1 c	2 f-1 r-1	2 h-1 l-1	1	
Does the Main Character Learn the Importance of a Value?		No				

Integrity was another value category identified as Roy struggles with the demands put on a player in the series. An advertising man offers Roy money to promote a brand of cigarettes and is astonished at Roy's reply: " 'No thanks' . . . 'Why not?' . . . 'Cause I don't smoke. That's why not' . . . You mean to say you'll chuck seven fifty smackers out the window because you don't happen to smoke?' . . . 'I guess so. Anyhow, I'm not interested' " (pp. 18-19). Encouragement and Family were values categories which were also identified.

All American

The value category identified most was Compassion/Kindness, which was seen 53 times (see Table XIV). The Courtesy/Fairness/Respect category was also found frequently (n=48). It is interesting to note that the number of times that the opposite of Compassion/Kindness (n=22) is found in this story about prejudice and football. The opposite of Honesty/Loyalty (n=16) and the opposite of Courtesy/Fairness/Respect (n=11) also appear frequently. As Ronald Perry encounters racism among his friends and the people of his town, he learns the importance of Kindness, Loyalty, and Responsibility. After he helps injure an opposing player, Ronald goes to see him and to offer his apology and help: "When you had the responsibility of hitting a man high enough and hard enough to break his neck, or worse, you didn't care much about the victory. You were in a different world. You suddenly became a man" (p. 32). Other values categories found were Encouragement and Tolerance.

Keystone Kids

Courtesy/Fairness/Respect (n=15) and Compassion/Kindness (n=13) were the value categories which appeared most frequently in this story of brothers Spike and Bob

TABLE XIV

ALL AMERICAN

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	53 c-21 k-32	13 c-5 p-8	48 c-19 f-8 r-21	30 h-18 l-12	14	17
Number of Times Main Character Displays Value	12 c-9 k-3	12 c-5 p-7	26 c-11 f-3 r-12	12 h-6 l-6	8	
Number of Times Someone Other Than Main Character Displays Value	18 c-5 k-13	0	11 c-5 f-1 r-5	1 h	2	
Number of Times the Opposite of Value is Displayed	22 c-7 k-15	1 p	11 c-3 f-4 r-4	16 h-11 l-5	3	
Does the Main Character Learn the Importance of a Value?	Yes - Kindness, Loyalty, and Responsibility					

Russell trying to make a major league team (see Table XV). The categories of Honesty/Loyalty and Courage/Perseverance each occurred nine times. An example of the Honesty/Loyalty category can be found as Spike stands up for his brother after an opponent takes a cheap shot at Bob: " "Hey! You can't do that, Mugger! You can't rough up my brother. When you rough up my brother, you rough up me!" " (p.6). The Compassion/Kindness and Courtesy/Fairness/ Respect categories occur as Spike attempts to help a young catcher deal with the prejudice that he encounters because of his religion. Other values categories identified were Teamwork, Love, and Tolerance.

Rookie of the Year

The categories of Courtesy/Fairness/Respect (n=39) and Compassion/Kindness (n=28) were identified most frequently (see Table XVI). As Spike Russell, now the manager of the Dodgers, tries to help a talented young pitcher, he has plenty of opportunities to demonstrate his compassion and patience. When an umpire apologizes to Spike after a game for blowing a call, Spike remarks, "I know; I understand. I realize you couldn't change before all that crowd out there. But I'm mighty obliged to you for speaking about it; that helps, Stubble, that helps lots" (p. 182). The categories of Responsibility (n=21) and Courage/Perseverance (n=21) were also identified frequently. Someone other than the main character displayed Compassion/Kindness category (n=14) more than the main character (n=11). Respect accounted for most (n=32) of the total number of occurrences of the Courtesy/Fairness/Respect category. Teamwork, Hustle, and Encouragement were other categories that were identified.

Yea! Wildcats!

Honesty/Loyalty was the category found the most (n=38) followed by

TABLE XV

KEYSTONE KIDS

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	13 c-7 k-6	9 c-7 p-2	15 c-1 f-2 r-12	9 h-3 l-6	4	17
Number of Times Main Character Displays Value	1 k	6 c-4 p-2	9 c-1 r-8	5 h-1 l-4	1	
Number of Times Someone Other Than Main Character Displays Value	0	3 c	4 r	2 h-1 l-1	0	
Number of Times the Opposite of Value is Displayed	5 k	0	3 f	2 h-1 l-1	0	
Does the Main Character Learn the Importance of a Value?		No				

TABLE XVI

ROOKIE OF THE YEAR

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	28 c-23 k-5	21 c-1 p-20	39 c-4 f-3 r-32	13 h-4 l-9	21	20
Number of Times Main Character Displays Value	11 c	12 p	22 f-3 r-19	2 l	12	
Number of Times Someone Other Than Main Character Displays Value	14 c-11 k-3	9 c-1 p-8	16 c-4 r-12	5 l	2	
Number of Times the Opposite of Value is Displayed	3 c-1	0	2 r	6 h-4	7	
Does the Main Character Learn the Importance of a Value?		No				

Courtesy/Fairness/Respect which was identified 34 times (see Table XVII). An interesting note concerns the category of Honesty/Loyalty; together, the number of times that someone other than the main character displays the values in the category ($n=13$) and the number of times that the opposite of Honesty/Loyalty is displayed account for more than half of the total number of times that Honesty/Loyalty is displayed. As Coach Don Henderson molds a high school basketball team into winners, he discovers how a winning team can negatively affect a town, and acknowledges the importance of honesty and loyalty. When enthusiastic adults crowd and congratulate him after a big win he accepts none of the credit: " 'Those kids were the ones who turned the trick at Marion . . . Tom played a swell game; so did the other boys' " (pp. 95-96). Encouragement and Tolerance were other value categories that were identified.

A City For Lincoln

In this story that tells how Don Henderson leaves coaching and becomes involved in town politics, the values categories identified most were Courtesy/Fairness/Respect ($n=51$) and Honesty/Loyalty ($n=29$) (see Table XVIII). Compassion ($n=16$) accounts for most of the total Compassion/Kindness category and Loyalty ($n=10$) accounted for every tally when Honesty/Loyalty was displayed by someone other than the main character. Don's compassion is evident when he sets up a juvenile court to handle juvenile delinquents. When a boy is brought in for stealing, Don arranges for the boy to have a job to pay the money back: " 'You don't have to pay it all back at once. You pay as much as you earn as fast as you can. But you must pay something every week, and you must report here every Saturday after work and tell me how you are getting along' " (p. 138). The part that politics plays in the book can be seen in the frequency of the Courtesy/Fairness/Respect and Honesty/Loyalty categories as

TABLE XVII

YEA! WILDCATS!

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	8 c-3 k-5	22 c-16 p-6	34 c-3 f-10 r-21	38 h-24 l-14	0	15
Number of Times Main Character Displays Value	4 c-2 k-2	11 c	15 f-6 r-9	9 h-6 l-3	0	
Number of Times Someone Other Than Main Character Displays Value	2 c-1 k-1	9 c-4 p-5	11 c-2 r-9	13 h-8 l-5	0	
Number of Times the Opposite of Value is Displayed	2 k	2 c-1 p-1	7 c-1 f-3 r-3	16 h-9 l-7	0	
Does the Main Character Learn the Importance of a Value?	Yes - Fairness and Honesty					

TABLE XVIII

A CITY FOR LINCOLN

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	18 c-16 k-2	16 c-5 p-11	51 c-14 f-7 r-30	29 h-15 l-14	14	2
Number of Times Main Character Displays Value	7 c	9 c-4 p-5	29 c-7 f-1 r-21	10 l	3	
Number of Times Someone Other Than Main Character Displays Value	9 c	7 c-1 p-6	17 c-7 f-2 r-8	10 h-6 l-4	9	
Number of Times the Opposite of Value is Displayed	3 c-1 k-2	0	5 f-4 r-1	9 h	2	
Does the Main Character Learn the Importance of a Value?		No				

Don tries to give the kids in the town an even shake against influential adult opposition. The categories of Tolerance and Encouragement were identified as well.

The Kid Comes Back

Courage/Perseverance was the value category found most frequently in this story of Roy Tucker trying to return to the major leagues after being wounded in World War II (see Table XIX). For example, Spike Russell, the Dodger's manager, tries to explain to a young player the obstacles that Roy has had to face: " 'Then he had that crash in France and bust up his back. Why, he didn't even walk for several months last spring. But he refused to quit. Yeah, just as simple as that. He fought his way back' " (p. 176). In trying to explain to the youngster Roy's bravery, Spike says, " 'He risked everything for that one run. He had no idea would his leg stand up when he struck out for home plate that time. He didn't know would he ruin himself for good, and he didn't care either. We had to have that run' " (pp. 178-179). It is interesting to note that Respect was the only tally for Courtesy/Fairness/Respect in total number of times displayed (n=14), number of times displayed by the main character (n=7), and number of times displayed by someone other than the main character (n=7). Other value categories found were Encouragement, Selflessness, Patriotism, and Education.

Highpockets

The value category occurring most frequently was Courtesy/Fairness/Respect which appeared 44 times (see Table XX). Compassion/Kindness (n=34) and Honesty/Loyalty (n=26) also were identified frequently. As rookie major leaguer Cecil "Highpockets" McDade copes with injuring a boy in a car accident, he learns the importance of loyalty and responsibility. The value category of Selflessness was also

TABLE XIX

THE KID COMES BACK

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	11 c-3 k-8	17 c-8 p-9	14 r	6 h-4 l-2	2	11
Number of Times Main Character Displays Value	3 c-1 k-2	7 c-2 p-5	7 r	2 h	2	
Number of Times Someone Other Than Main Character Displays Value	6 c-1 k-5	7 c-2 p-5	7 r	3 h-1 l-2	0	
Number of Times the Opposite of Value is Displayed	2 c-1 k-1	4 p	0	1 h	0	
Does the Main Character Learn the Importance of a Value?		No				

TABLE XX
HIGHPOCKETS

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	34 c-13 k-21	8 c-3 p-5	44 c-23 r-21	26 h-8 l-18	11	10
Number of Times Main Character Displays Value	17 c-7 k-10	5 c-1 p-4	24 c-8 r-16	12 h-4 l-8	6	
Number of Times Someone Other Than Main Character Displays Values	5 c-4 k-1	3 c-2 p-1	11 c-8 r-3	4 h-3 l-1	0	
Number of Times the Opposite of Value is Displayed	12 c-2 k-10	0	10 c-7 r-3	11 h-1 l-10	4	
Does the Main Character Learn the Importance of a Value?	Yes - Loyalty and Responsibility					

identified, as Highpockets makes the effort to make the boy feel better by helping him with his stamp collection, something Highpockets knows absolutely nothing about. Not quite understanding why a boy would prefer stamps to baseball, Highpockets attempts to learn about stamps for the sake of the boy: "Highpockets had learned something. There's no easy way to a boy's heart. Like everything else, you have to work for it" (p. 111). Encouragement, Teamwork, and Pride were other value categories identified.

Young Razzle

In this story of how baseball rookie Joe Nugent tries to cope with being the son of a major league star, Courtesy/Fairness/Respect (n=27) and Compassion/Kindness (n=21) were the value categories which appeared most frequently (see Table XXI). Compassion/Kindness is evident in the relationship between Joe and his father, Razzle Nugent. Separated for many years, Joe feels nothing but contempt for his father until they face each other in the World Series and talk after one of the games: "Joe softened. He felt his father as a human being for the first time. The old man was no longer just a miserable heel who had left his mother stranded, but a ballplayer like himself. Like him, yet not like him, for he was a man who had been great once and was on the way out" (p. 149). Respect received most of the tallies in the total number of times that Courtesy/Fairness/Respect was displayed (n=23) and when Courage/Fairness/Respect was displayed by the main character (n=14). Another values category which was identified was Encouragement.

The Other Side of the Fence

Compassion/Kindness (n=34) and Courtesy/Fairness/Respect (n=32) were the value categories most frequently found (see Table XXII). Robin Longe spends the

TABLE XXI

YOUNG RAZZLE

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	21 c-9 k-12	14 c-8 p-6	27 c-2 f-2 r-23	9 h-3 l-6	5	12
Number of Times Main Character Displays Value	11 c-7 k-4	13 c-7 p-6	18 c-2 f-2 r-14	7 h-3 l-4	3	
Number of Times Someone Other Than Main Character Displays Value	2 c	0	5 r	2 l	0	
Number of Times the Opposite of Value is Displayed	8 k	1 c	4 r	0	2	
Does the Main Character Learn the Importance of a Value?		No				

TABLE XXII
THE OTHER SIDE OF THE FENCE

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	34 c-10 k-24	20 c-5 p-15	32 c-10 f-1 r-21	6 h-3 l-3	6	2
Number of Times Main Character Displays Value	1 k	20 c-5 p-15	20 c-6 r-14	4 h-1 l-3	4	
Number of Times Someone Other Than Main Character Displays Value	26 c-9 k-17	0	5 c-2 r-3	0	0	
Number of Times the Opposite of Value is Displayed	7 c-1 k-6	0	7 c-2 f-1 r-4	2 h	1	
Does the Main Character Learn the Importance of a Value?		Yes - Responsibility				

summer before entering college traveling around the country trying to decide whether to concentrate on golf or pole vaulting. The frequency of the Compassion/Kindness and Courtesy/Fairness/Respect categories indicate the type of people that he encounters while hitchhiking between golf matches. Along the way, Robin learns the importance of responsibility and appreciates perseverance: "Good golf, he suddenly realized, like good pole vaulting or anything else, demands lots and lots of hard work, and lots and lots of practice" (p. 215); "Practice, that's what it takes to be any good. Pole vaulting, golf, hitchhiking, it's all the same. You've got to work if you want to be tops. Everything depends on the individual" (p. 223). Love and Self-reliance were other value categories which were identified.

Go, Team, Go!

The value category identified the most was Courtesy/Fairness/Respect, which appeared 36 times (see Table XXIII). Respect accounted for most of the Courtesy/Fairness/Respect category in number of total times displayed (n=28) and number of times displayed by the main character (n=13). Kindness accounted for most of the Compassion/Kindness value category in the total number of times displayed (n=16). Removed from his high school basketball team for disciplinary reasons, Tom McWilliams learns the importance of loyalty and responsibility. The coach's treatment of his players and their admiration for him can be seen in the Courtesy/Fairness/Respect tally. Hooks Barnum and his team have a special relationship: "In other words, Hooks treated everybody alike, young and old, in school and in town. The boys on his teams, however, all loved him. They appreciated . . . how he worked with them and helped them . . . not only as basketball players but as individuals with problems of their own" (p. 12). Other value categories identified were Selflessness and Encouragement.

TABLE XXIII

GO, TEAM, GO!

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	20 c-4 k-1	9 c-7 p-2	36 c-2 f-6 r-28	19 h-10 l-9	11	9
Number of Times Main Character Displays Value	8 c-3 k-5	2 c	17 c-1 f-3 r-13	6 h-5 l-1	7	
Number of Times Someone Other Than Main Character Displays Value	2 c-1 k-1	5 c-4 p-1	11 f-3 r-8	1 h	1	
Number of Times the Opposite of Value is Displayed	10 k	2 c	3 c-1 r-2	5 l	3	
Does the Main Character Learn the Importance of a Value?		Yes - Loyalty and Responsibility				

Buddy and the Old Pro

Courtesy/Fairness/Respect (n=64) and Compassion/Kindness (n=33) were the value categories identified most often (see Table XXIV). Respect (n=38) and Fairness (n=22) accounted for most of the times that Courtesy/Fairness/Respect was displayed. Buddy Reitmayer learns the importance of Kindness, Fairness, Respect, and Responsibility when a former major leaguer coaches a rival team in the school baseball league. The coach's behavior and tactics are indicated in the number of times that the opposite of Courtesy/Fairness/Respect is displayed (n=12). Buddy struggles with and finally accepts the importance of fair play and what kind of person truly deserves his respect: "There was a time when he admired that ballplayer with his chin thrust forward. But not now. Now he disliked him. He had seen the real McBride, the man who wanted to win and intended to win at any cost . . . He was a cranky old coach, trying to bully the umpire of a bunch of kids in a school ball game" (pp. 185-186). Encouragement and a Strong Work Ethic were other value categories identified.

Schoolboy Johnson

The value category identified most frequently was Courtesy/Fairness/Respect, found 28 times (see Table XXV). Respect made up most of the Courtesy/Fairness/Respect category in total number of times displayed (n=24) and the number of times the category was displayed by the main character (n=13). During an up-and-down rookie season in the major leagues, Schoolboy Johnson accepts the importance of responsibility for his own actions and circumstances. When he joins the Dodgers, Schoolboy is a brash and cocky pitcher who blames everyone else for his misfortunes. After being hit in the head by a pitch, he has some time in the hospital to reflect on his

TABLE XXIV

BUDDY AND THE OLD PRO

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	33 c-15 k-18	22 c-8 p-14	64 c-4 f-22 r-38	20 h-11 l-9	22	6
Number of Times Main Character Displays Value	4 c-1 k-3	9 c-5 p-4	16 c-2 f-3 r-11	4 h-3 l-1	4	
Number of Times Someone Other Than Main Character Displays Value	20 c-11 k-9	12 c-3 p-9	28 c-2 f-6 r-20	4 h-2 l-2	3	
Number of Times the Opposite of Value is Displayed	9 c-3 k-6	2 c-1 p-1	12 f-7 r-5	12 h-8 l-4	14	
Does the Main Character Learn the Importance of a Value?	Yes - Kindness, Fairness, Respect, and Responsibility					

TABLE XXV

SCHOOLBOY JOHNSON

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	13 c-9 k-4	2 k	28 c-2 f-2 r-24	5 h-4 l-1	8	14
Number of Times Main Character Displays Value	6 c-3 k-3	2 p	15 c-2 r-13	4 h	4	
Number of Times Someone Other Than Main Character Displays Value	7 c-4 k-3	0	7 r	1 l	0	
Number of Times the Opposite of Value is Displayed	2 c	0	4 r	0	4	
Does the Main Character Learn the Importance of a Value?	Yes - Responsibility					

injury and behavior: "Yet could it be possible that all this was, well . . . it was my fault; I had it coming to me" (p. 133). He considers the time when he chewed out a teammate for misplaying a ball when Schoolboy was pitching: "Then it wasn't his fault at all that I lost my no hitter. No . . . it . . . really wasn't, was it?" (p. 133). He remembers antagonizing an opponent and the opponent retaliating: "So possibly my being spiked was my own fault. Maybe I had it . . . could be I had it coming to me" (p. 134). Other value categories identified were Temperment, Encouragement, and Selflessness.

His Enemy, His Friend

The value categories identified most frequently were Compassion/Kindness (n=27), Courtesy/Fairness/Respect (n=25), Courage/Perseverance (n=18) and Honesty/Loyalty, which appeared 17 times (see Table XXVI). German soccer player Hans von Kleinschordt plays against an old friend from the French town that he helped occupy during the war, and finds that time has not healed old wounds. The beliefs and actions of both Hans and the French townspeople during the war are seen in the Compassion/Kindness and Courtesy/Fairness/Respect tallies. For example, the people respected Hans because he acted more like a friend than an enemy soldier. After saving a little girl from the path of military vehicles, "The big man held out his arms. It was not precisely the typical picture of a German soldier in France in the fifth year of the Occupation" (p. 37). The kindness of Hans is returned to him after the war. Years later Jean-Paul, one of the boys that Hans had befriended, attempts to save the life of Hans and five other German soccer players: "Shall we do to them what they did to us? If so, how are we different from those who murdered my father? If we kill them, we are guilty of the same crime . . . we must break this evil chain and look on each other as human beings" (pp. 194-195). Integrity and Love were other value categories which were identified.

TABLE XXVI

HIS ENEMY, HIS FRIEND

	Compass. Kindness	Courage Perseve.	Courtesy Fair./Res.	Honesty Loyalty	Respons.	Oth.
Number of Times Value is Displayed	27 c-13 k-14	18 c-13 p-5	25 c-7 f-4 r-14	17 h-8 l-9	5	3
Number of Times Main Character Displays Value	10 c-6 k-4	9 c-6 p-3	6 c-2 r-4	6 h-5 l-1	3	
Number of Times Someone Other Than Main Character Displays Value	11 c-6 k-5	9 c-6 p-3	14 c-4 f-1 r-9	8 h-1 l-7	1	
Number of Times the Opposite of Value is Displayed	6 c-1 k-5	1 c	6 c-1 f-4 r-4	3 h-2 l-1	1	
Does the Main Character Learn the Importance of a Value?		No				

Summary

The findings of the study to determine the core values in the sports books for children and adolescents written by John R. Tunis were discussed in Chapter IV. Looking at the total frequency of all 18 books, the value category which appeared the most was Courtesy/Fairness/Respect (n=672) and the value category which appeared the least was Responsibility (n=159). When examining the frequency in which the main character displayed the values categories, Courtesy/Fairness/Respect occurred the most (n=336) and Responsibility occurred the least (n=81). When someone other than the main character displayed the value categories, Courtesy/Fairness/Respect was displayed most frequently (n=230) and Responsibility was displayed with the least frequency (n=23). The opposite of Compassion/Kindness was identified more than the opposite of any other value category (n=115) and the opposite of Courage/Perseverance was identified the least (n=19). Specific instances when the main character learned or accepted the importance of a value category was discussed as were additional value categories found in the study. Each book examined in the study was discussed concerning the specific value categories found in each book and examples from the books were given. Conclusions and recommendations will be addressed in Chapter V.

CHAPTER V

SUMMARY, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the core values present in the sports books written for children and adolescents by John R. Tunis between 1938 and 1973. Content analysis was used in making this determination.

The purpose, methods, and procedures of this study were based on the assumptions that values are an integral part of society (Lickona, 1991; Yandell, 1990; Wynne, 1989; Kohlberg, 1981; Bennett, 1991), children can learn core values through inculcation (Nucci, 1989; Ryan, 1989; Rushton, 1984; Walberg & Wynne, 1989), literature is a valuable tool for inculcation (Lishman, 1983; Funk, 1986; Cox, 1974; Lickona, 1991), and that values in children's literature can be identified through content analysis (Lowry & Chambers, 1968; Carmichael, 1971; Madison, 1972; Kwon, 1984; Funk, 1986; Knafle, Wescott, & Pascarella, 1988; Yandell, 1990; Bush, 1994).

Many studies indicate that sports books are among the most popular choices for boys when selecting books (Wolfson, 1960; Stanchfield, 1962; Downen, 1971; Lawson, 1972; Ferguson, 1977; Wynn & Newmark, 1979), and popular among girls as well (Wolfson, 1960; Lawson, 1972). Despite the popularity of sports books, many teachers are reluctant to use books of this genre in their classroom. Knowing what core values may be found in the sports books for children and adolescents by one of the most prolific and popular writers of this genre, perhaps teachers may be convinced of the practicality of using this type of book in values education.

The entire sample of sports books (18) for children and adolescents written by John R. Tunis was examined using content analysis. The core value categories were Compassion/Kindness, Courage/Perseverance, Courtesy/Fairness/Respect, Honesty/Loyalty, and Responsibility. Four raters read the books (two readers for each book), using a codebook developed by the researcher. When a book had been read by the two assigned readers, the readers met to compare findings and to reach a consensus concerning the core value categories for the book.

The value category which appeared most frequently in the entire sample of books was Courtesy/Fairness/Respect (n= 672). The value category which appeared most frequently in individual books was Courtesy/Fairness/Respect, which appeared over 50 times in each of four books. The value category which the main character displayed the most in the entire sample of books was also Courtesy/Fairness/Respect (n= 336). In individual books, the value category which the main character displayed most frequently was again, Courtesy/Fairness/Respect which appeared in each of six books over 20 times. Courtesy/Fairness/Respect also appeared most frequently when someone other than the main character was displaying a value category in the entire sample of books (n=230), and when someone other than the main character was displaying a value category in individual books (over 20 times in each of two books). The opposite of Compassion/Kindness was displayed the most in the entire sample (n=115) when the opposite of a value category was identified, and in individual books as well. The value categories of Courtesy/Fairness/Respect (n=7) and Responsibility (n=7) were identified most frequently as specific categories which were learned or accepted. In addition to the core value categories, Encouragement (n=85) was another value identified in the entire population of books.

Discussion

The first question that this study hoped to answer was what are the predominant core values in the sports books written for children and adolescents by John R. Tunis between 1938 and 1973? The frequency ranking of the content analysis used indicates that the value category of Courtesy/Fairness/Respect was seen the most, followed by the category of Compassion/Kindness. The part of the Courtesy/Fairness/Respect category seen the most was Respect. This was shown in the form of admiration for a competitor or opponent.

The second question in this study asked who displayed these values? For the most part, when examining frequencies of the content analysis, the main character displayed the value categories. There were instances, however, when the main character was not a likeable or admirable person. In these instances, other characters displayed the value categories and their actions often rubbed off on the main character.

The third question that the study sought to answer was how are the values portrayed in the books? The answer to this question is not found so much in a frequency list, as it is by examining the literary style of Tunis where value categories have been identified in the books. Rarely does Tunis resort to didactical writing where the reader feels as if they are being hit over the head by a values position. Instead, Tunis lets the reader, through the actions and lives of the characters, make his/her own decision as to the adequacy of the characters' behavior and choices. The narration does not admonish the characters for poor behavior or choices; rather, the characters come to that realization themselves. In the introduction to the 1990 reissue of Iron Duke, Bruce Brooks addresses this as he writes, "Tunis does not break the unself-conscious nature of Jim's point of view to offer a commentary that illuminates Jim's growth; he trusts us to notice it on our own -- just as, finally, he trusts Jim to notice it, too" (viii).

Because of the subjective nature of the values, readers may interpret portions of each book somewhat differently. Whereas one reader may see a specific instance as Courteous act, another may see it as an act of Respect. Neither interpretation is necessarily wrong; the interpretation is simply subjective.

The final question asked by this study was can the themes be traced over the period of time that Tunis wrote the books? The answer to this question is that regardless of the time period in which Tunis wrote each book, the value category of Courtesy/Fairness/Respect was generally seen the most, and if it was not identified most frequently, it was generally second only to Compassion/Kindness; this was the case chronologically, from Tunis's first sports book to the last.

Implications

The implications of this study are of importance to classroom teachers. Because literature is a viable way through which to teach core values, it is important that teachers consider this approach. If this approach is to be used, it may help to utilize literature that children choose for themselves. Children can have a more personal experience with literature that they have self-selected instead of literature that they are required to read. Because many children choose to read books about sports, this genre can be useful in the classroom in values instruction.

This study indicates that there are many values included in the sports books for children and adolescents written by John R. Tunis. Many readers recall Tunis sports books from their youth teaching them about teamwork, perseverance, hard work, and responsibility. This study indicates, through content analysis, that these societal values are indeed present. Classroom teachers should be aware that these values can be found in the Tunis sports books.

Classroom teachers should also be aware of how these values may be taught through literature in the classroom. This study was concerned with simple inculcation of values; that is, children learning or accepting values from the simple reading of the book. However, other methods of the teaching of values in the classroom may utilize literature as well. Values clarification, values analysis, and moral reasoning may be incorporated with literature by teachers for use in the classroom. Ranking variables in a character's decision making situation, considering consequences and alternatives in a character's value dilemma, or imagining themselves in the role of a character are all student activities in which values education and literature may work together.

When utilizing literature to teach values, sports books can be a valuable tool. Often ignored or overlooked by teachers, sports books may be adapted to various teaching methods. In addition to being used in inculcation, the Tunis sports books, for example, may be used in conjunction with values clarification, values analysis, and moral reasoning. Individual, small group, or class activities may include some sort of values clarification activity by ranking important variables in a character's life when a crucial decision is faced. For example, teachers may wish to have students rank the variables involved when the Duke must decide whether to run after the Olympics are over in The Duke Decides. Values analysis may be used, for example, by having children make a values decision for the character, considering consequences and alternatives. Students can weigh the consequences and alternatives that the Sergeant faces in His Enemy, His Friend when he is ordered to execute some French villagers. The children can pretend to be the character in a moral reasoning scenario, and make their own values decisions. For example, students may take on the role of coach Don Henderson in Yea! Wildcats! to determine what they would do when the varsity basketball team goes on strike because he suspended a player for breaking training. Values are present in the sports books written by John R. Tunis; how a teacher chooses to utilize them in values instruction is purely left to teacher preference.

Recommendations For Further Research

This study raises some questions that could be the basis of future research. The focus of this study was the sports books written by one author, John R. Tunis. Future studies utilizing content analysis to determine values in books might include:

1. A content analysis of the values found in sports stories written by turn-of-the-century authors such as Zane Grey, or later authors, such as Jackson Scholz.
2. A content analysis of the values found in the sports books written by contemporary authors such as Matt Christopher, Thomas Dyard, Carl Deuker, Joe Archibald, and Alfred Slote.
3. A content analysis of the values included in biographies of sports figures such as Jackie Robinson, Michael Jordan, or Ken Griffey, Jr.
4. A content analysis of sports series for children and adolescents; that is, a character or characters being followed through a series of books, with sports being the central theme, such as in the contemporary The Rookies series.
5. A content analysis of sports books with females as the main character or characters, such as in many of the R. R. Knudson and Mel Cebulash books.

Other research might include comparisons of values in sport books, such as:

1. A comparison between values in sport books written at the beginning and middle of the century with contemporary sports books.
2. A comparison between values in sports biographies written about athletes at the beginning and middle of the century with biographies about contemporary athletes.

Future research is recommended to determine whether children can determine values in:

1. Older and contemporary sports fiction.
2. Sports biographies of older and contemporary athletes.

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APPENDIX

CODEBOOK

Reviewer's Name :

Title of Book :

Year of Publication :

Number of Pages :

List of Main Characters :

Theme of the Book:

Compassion/Kindness

Compassion. A feeling or sympathy for another's sorrow or hardship.

Kindness. Doing good rather than harm; acting in a friendly fashion.

1. Was compassion/kindness shown by main character(s)?
Frequency and page numbers -- _____

2. Was compassion/kindness shown by someone other than the main character(s)?
Frequency and page numbers -- _____

3. Was there some point(s) when the main character learned the importance of compassion/kindness? Page numbers and explain -- _____

4. Was the opposite of compassion/kindness shown?
Frequency and page numbers -- _____

5. Total number of times that compassion/kindness is displayed in this book - _____

Courage/Perseverance

Courage. Facing danger or difficulty with a firmness of mind.

Perseverance. Sticking to a purpose or aim; showing tenacity.

1. Was courage/perseverance shown by main character(s)?
Frequency and page numbers -- _____

2. Was courage/perseverance shown by someone other than the main character(s)?
Frequency and page numbers -- _____

3. Was there some point(s) when the main character learned the importance of courage/perseverance? Page numbers and explain -- _____

4. Was the opposite of courage/perseverance shown?
Frequency and page numbers -- _____

5. Total number of times that courage/perseverance is displayed in this book - _____

Courtesy/Fairness/Respect

Courtesy. Showing polite behavior or a thoughtfulness of others.

Fairness. Not favoring one side over another.

Respect. Showing or being awarded high regard or esteem.

1. Was courtesy/fairness/respect shown by main character(s)?
Frequency and page numbers -- _____

2. Was courtesy/fairness/respect shown by someone other than the main character(s)?
Frequency and page numbers -- _____

3. Was there some point(s) when the main character learned the importance of courtesy/fairness/respect? Page numbers and explain -- _____

4. Was the opposite of courtesy/fairness/respect shown?
Frequency and page numbers -- _____

5. Total number of times that courtesy/fairness/respect is displayed in this book -- _____

Honesty/Loyalty

Honesty. A refusal to lie, steal, or deceive in any way.

Loyalty. Being faithful to a person, cause or ideal.

1. Was honesty/loyalty shown by main character(s)?
Frequency and page numbers -- _____

2. Was honesty/loyalty shown by someone other than the main character(s)?
Frequency and page numbers -- _____

3. Was there some point(s) when the main character learned the importance
of honesty/loyalty? Page numbers and explain -- _____

4. Was the opposite of honesty/loyalty shown?
Frequency and page numbers -- _____

5. Total number of times that honesty/loyalty is displayed in this book -- _____

Responsibility

Responsibility. Being answerable or accountable for one's obligations or conduct.

1. Was responsibility shown by main character(s)?
Frequency and page numbers -- _____

2. Was responsibility shown by someone other than the main character(s)?
Frequency and page numbers -- _____

3. Was there some point(s) when the main character learned the importance
of responsibility? Page numbers and explain -- _____

4. Was the opposite of responsibility shown?
Frequency and page numbers -- _____

5. Total number of times that responsibility is displayed in this book -- _____

Other Values

Were there other values identified in the book which were not among those specifically mentioned?

List values and page numbers -- _____

VITA

William Douglas Edgington

Candidate for the Degree of

Doctor of Education

Thesis: TEACHING CHARACTER EDUCATION: THE VALUES IN JOHN R. TUNIS'S SPORT BOOKS FOR CHILDREN AND ADOLESCENTS

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Cape Canaveral, Florida, on July 8, 1959, the son of James and Dorinda Edgington.

Education: Graduated from Westchester High School, Los Angeles, CA, in June 1977; received Bachelor of Science degree in Education from Texas Christian University, Fort Worth, TX, in May 1981; received Master of Education degree from Midwestern State University, Wichita Falls, TX, in December 1994; completed requirements for the Doctor of Education degree at Oklahoma State University in July 1996.

Professional Experience: Taught middle school science and coached in Crowell I.S.D., Crowell, TX, 1981-1983; taught middle school social studies and coached in Quanah I.S.D., Quanah, TX, 1983-1985; taught middle school social studies and high school government and economics in Nocona I.S.D., Nocona, TX, 1985-1986; taught middle school social studies and coached in Henrietta I.S.D., Henrietta, TX, 1986-1994; graduate teaching assistant, supervised elementary and early childhood student teachers and taught elementary social studies methods and lead discussion groups for educational foundations classes at Oklahoma State University, Stillwater, OK.

Professional Memberships: National Council for the Social Studies, American Educational Research Association, Association of Supervision and Curriculum Development, Southwest Educational Research Association, Phi Delta Kappa.